



UNIVERSITY AUTÓNOMA DE MADRID

**Department of English Philology**

**Doctor in Philosophy and Language Sciences**

**DOCTORAL THESIS**

**INTERACTIONAL CORRECTIVE FEEDBACK:  
A COMPARISON BETWEEN PRIMARY CLIL  
IN SPAIN AND PRIMARY CLIL IN VIETNAM**

**Doctoral student: NGUYEN, THI THUY**

**Thesis supervisor: Dr. ANA LLINARES GARCÍA**

**Madrid, January 2018**



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## **Abstract**

This thesis aims at obtaining practical implications to improve the current teaching practices of novice CLIL teachers in Vietnam. The study is based on the comparison between two CLIL contexts – Madrid, Spain and Hanoi, Vietnam. In Madrid, as Spanish/English bilingual program or CLIL approach has been officially implemented in the public educational system for twenty years or so, there has been a very large body of research covering all aspects such as the effects of CLIL on content learning, on language competence and on integrated learning of both content and language at different levels from early age to tertiary. However, research is still needed to inform the current practice especially at primary level with more solid and sounder implications on the integration of content and language. In Hanoi, CLIL teaching and learning is at its very early stage of piloting at private schools alongside the Vietnamese national curriculum. Until the time of this study, very little research in the field has been found, and key stakeholders really need practical guidelines to do CLIL more confidently. Therefore, the present thesis was aimed at filling these research gaps by developing a combined cognitive and social framework to examine the teachers' use of corrective feedback and its relationship with their effectiveness in classroom interaction across the two contexts. The cognitive model of corrective feedback (CF) (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted for the analysis of both CF on form and CF on content because CF on content was previously uncovered by research using this model. The adaptation of the CF model made it possible to identify and quantify different CF types used by teachers and their following uptake levels. Then, the teachers' CF use was further investigated in connection with its effectiveness in classroom interaction. In doing so, the social model of classroom interactional competence (CIC) (Walsh 2011 and 2013) was employed with adaptation to reveal the relationships between the teachers' CF and CIC. Participants of the study include three Spanish-native teachers in three different public bilingual schools in Madrid and four Vietnamese-native teachers in two private schools in Hanoi, all at the primary school level. All classroom data was collected in CLIL natural-science classes in both settings. Results from the study showed that CF on content was used twice as much as CF on form by the Madrid teachers, but it was used slightly over CF on form by the Hanoi counterparts. Regarding the three main CF types (explicit correction, recasts and prompts), the overall pattern was similar in both contexts with prompts as the most frequently-used CF type and also the most effective one. More specific similarities and differences were also found in the quantitative analysis. With respect to the findings yielded from the qualitative analysis of the study, the teachers' CF

use was found as one of the core factors leading to the teachers' effectiveness in classroom interaction mainly in three cases in primary CLIL Spain. In primary CLIL Vietnam, however, the CF use and the employment of other interactional strategies – the divergence between the teachers' predetermined pedagogic goals and their actual use of language, inappropriate learning space and unsuccessful shaping of learners' contributions – revealed the teachers' ineffectiveness in classroom interaction. Useful research and pedagogic implications were drawn from these findings, and further suggestions were also provided at the end of the thesis.

## Resumen

Esta tesis tiene como objetivo obtener implicaciones prácticas que sirvan para mejorar la actividad docente actual de los profesores nóveles de AICLE (Aprendizaje Integrado de Contenido y Lengua o CLIL en inglés) en Vietnam. El estudio se basa en la comparación de dos contextos CLIL -uno en Madrid, España y otro en Hanoi, Vietnam. En España, la implementación de programas de bilingüismo (Inglés-Español) o de la metodología CLIL en el aula se remonta 20 años aproximadamente. Durante todo este tiempo ha dado lugar a abundantes trabajos de investigación en el contexto CLIL. Estos trabajos se han desarrollado en todos los niveles educativos, desde el nivel infantil hasta el nivel universitario, y versan sobre distintos aspectos, como los efectos de la metodología CLIL en: el aprendizaje de contenido, en la competencia lingüística de la segunda lengua (L2) y en el aprendizaje integrado de lengua y contenido. Sin embargo, aún es necesario realizar más investigación para informar la práctica actual en CLIL que lleve a implicaciones más firmes y sólidas centradas en la integración de contenido y lengua, especialmente en primaria. En Hanoi, la enseñanza y aprendizaje con la metodología CLIL está todavía en etapa de prueba y tan sólo existen proyectos pilotos en algunas escuelas privadas, que se llevan a cabo paralelamente al Curriculum Nacional Vietnamita. Con anterioridad al presente estudio, y a pesar de la necesidad de las partes interesadas de tener guías prácticas que les ayuden a desarrollar la metodología CLIL con confianza, ha habido escasa investigación que se centre en este campo. La presente tesis surgió de la necesidad de llenar los vacíos mencionados mediante el desarrollo de un modelo teórico que combina elementos cognitivos y sociales para examinar el uso que hacen los profesores de la retroalimentación correctiva y la relación de su efectividad en la interacción en el aula en los dos contextos. El modelo cognitivo de respuesta correctiva (CF en inglés en adelante; Lyster y Ranta 1997; Lyster y Mori 2006) se ha adaptado para analizar la respuesta correctiva (CF) sobre la forma o CF sobre el contenido ya que este último (CF sobre contenido) no había sido tratado por este modelo anteriormente. La adaptación del modelo de CF ha hecho posible la identificación y cuantificación de diferentes tipos de CF usados por los docentes, así como los niveles de respuesta que provocan. Más adelante se investigó más a fondo el uso de CF por parte de los docentes, así como su efectividad en la interacción del aula. De esta manera, se ha usado el modelo social de competencia interactiva en el aula (CIC del inglés en adelante; Walsh 2011 y 2013) para establecer la relación existente entre las CF y CIC de los profesores. Los participantes de esta tesis han sido tres profesores nativos españoles de tres colegios públicos bilingües de Madrid y cuatro profesores nativos vietnamitas de dos

colegios privados de Hanoi. Todos los participantes son profesores de primaria y los datos de ambos contextos provienen de clases de ciencias naturales impartidas en inglés (CLIL). Los resultados muestran cómo los profesores de Madrid usan CF sobre el contenido el doble de veces que CF sobre la forma mientras que sus colegas de Hanoi usan CF sobre el contenido sólo ligeramente más que CF sobre la forma. Con respecto a los tres tipos principales de CF (corrección explícita, revisión e indicación), la distribución del uso de cada tipo de CF es similar en ambos contextos. De esta manera las indicaciones son el tipo de CF más usado y más eficiente. En el análisis cuantitativo de los datos se encontraron diferencias y similitudes más concretas. El análisis cualitativo de los datos descubrió cómo el uso de CF por parte de los docentes es un factor determinante para una efectiva interacción de los profesores en el aula, especialmente en el caso de los tres profesores de CLIL de primaria en Madrid. Sin embargo, los resultados muestran cómo, en las clases de CLIL de primaria en Vietnam, el uso de CF y de otras estrategias interactivas, así como la falta de concordancia entre los objetivos de aprendizaje y el uso del lenguaje, un lugar de aprendizaje inapropiado y una respuesta inadecuada a las contribuciones de los alumnos, desembocan en una interacción en el aula ineficaz por parte de los profesores. A través de estos resultados, y al final de esta tesis, se han elaborado conclusiones prácticas así como sugerencias para los profesores que han participado en el estudio.





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## Acknowledgements

First of all, I would like to express my most sincere and deepest thanks to Dr. Ana Llinares, who has given me a lot of support and encouragement for the past three years. Without her help and supervision, this thesis would not exist. From the first day when I knocked on her office door to ask her for accepting me as her PhD student to the days I was wondering around some initial ideas for the research project, Dr. Ana Llinares gave me a chance and step by step helped me build up the framework for the current work. Starting from very little research experience, I had to face a number of obstacles such as: how to find out a niche in CLIL research for my own project; which theoretical frameworks that I could base on to design a suitable analytical approach; which schools in Madrid would permit my access for data collection; how to interpret the data; how to understand the research findings; and then how to structure the thesis to link and generalize the results. I was really a novice in all the stuff, but Dr. Ana Llinares suggested me relevant courses that I could take, introduced me to other students and researchers who I could learn from, and gave me opportunities to get involved in research activities by CLIL – UAM and other international academic events. She also contacted two schools in Madrid for my data collection, supported my research stay abroad and provided me with insightful comments and suggestions for the thesis writing. All of these have made me more and more confident because I feel I am part of the CLIL – UAM research group and I could see things clearer and clearer.

I would also like to sincerely thank Dr. Steve Walsh for his support and supervision during my three-month research stay at Newcastle University for part of the qualitative analysis of the thesis. It was really useful for me to have first-hand experience of studying and living there. I sincerely thank Dr. Michael O'Donnell for his tutorials on Corpus Tool (used to code and analyze the quantitative data) and his help in exporting the final quantitative results for the analysis. My thanks also go to Dr. Natalia Evnitskaya for her support when I first gave a presentation on the main findings from the quantitative analysis of the thesis at the 21<sup>st</sup> International Sociolinguistics Symposium, Murcia in June 2016. I am also indebted to Dr. Amanda Pastrana for her help in translating the abstract, acknowledgements, introduction and conclusion of the thesis into Spanish as required. It really made the thesis complete. I would like to express my deep gratitude to three participating teachers in Madrid and four in Hanoi and their students for directly taking

part in the study. Their warm welcome and willingness will be with me forever as one of the best moments in my PhD journey. I also would like to acknowledge the contribution of two UAM master students – Laura Apodaca and Beatriz Sandoval – for their help with collecting data in Madrid and transcribing part of the classroom data. My thanks are also due to Vietnam Ministry of Education and Training for giving me full financial support so that I could come to Madrid for my PhD project. Last but not least, I would like to say words from the bottom of my heart to my lovely daughters, my husband and my parents! My very first reason for doing a PhD in Spain is for my husband, and he has been always by my side for the whole journey. My two daughters are always and forever my endless source of love, support and strength that help me go over all challenges of life including this thesis. And thank Mom and Dad for always being there with your open arms whenever I needed it and even when I tried not to need it!

## Agradecimientos

En primer lugar, me gustaría expresar mi más sincero y profundo agradecimiento a la Dra. Ana Llinares, quien me ha brindado su apoyo y me ha animado a proseguir durante estos últimos tres años. Sin su supervisión y ayuda, esta tesis no hubiera visto la luz. Desde ese primer día, cuando llamé a la puerta de su despacho y le pedí que me aceptara como estudiante de doctorado, a esas ocasiones en las que intentaba decidirme entre varias ideas iniciales sobre mi proyecto de investigación, la Dra. Ana Llinares me dio una oportunidad y me ha ayudado a construir, paso a paso, el marco que da forma a este trabajo. Partiendo de mi falta de experiencia en el campo de la investigación, he tenido que enfrentarme a una serie de obstáculos, entre otros: cómo encontrar mi nicho en la investigación en el campo de CLIL para elaborar este proyecto, qué marco teórico usar para diseñar un modelo de análisis adecuado, colegios en Madrid que me permitieran recolectar datos, cómo analizar los datos, cómo interpretar los resultados de la investigación y más adelante cómo estructurar la tesis para poder relacionar y generalizar los hallazgos. Cuando comencé, era una principiante en todos estos temas y la Dra. Ana Llinares me recomendó matricularme en varios cursos, me presentó a otros estudiantes e investigadores de quienes podía aprender, y me dio la oportunidad de participar en actividades de investigación en el grupo UAM-CLIL así como otros eventos académicos internacionales. Además, la Dra. Ana Llinares contactó con dos colegios en Madrid que me permitieron recopilar datos, me brindó su apoyo para mi estancia de investigación en el extranjero y me proporcionó comentarios y sugerencias para la redacción de la tesis. Todo esto me ha hecho ganar más confianza y seguridad, así como ver las cosas más claras, y es por todo ello que hoy me siento parte del grupo de investigación UAM-CLIL.

También me gustaría dar mi más sincero agradecimiento al Dr. Steve Walsh por su apoyo y supervisión durante mi estancia de investigación de tres meses en la Universidad de Newcastle, estancia durante la cual realicé parte del análisis cualitativo de la tesis. La experiencia de estudiar y vivir en Newcastle fue de gran utilidad para mí. Quiero agradecer también al Dr. Michael O'Donnell sus tutorías sobre el Corpus Tool (utilizado para codificar y analizar los datos cuantitativos) y su ayuda al exportar los resultados cuantitativos finales para el análisis. Mi agradecimiento también va a la Dra. Natalia Evnitskaya por su apoyo en mi primera presentación sobre los principales hallazgos del análisis cuantitativo de la tesis en el XXI Simposio Internacional de

Sociolingüística, Murcia (junio de 2016). También estoy en deuda con la Dra. Amanda Pastrana, por su ayuda en la traducción del resumen, los agradecimientos, la introducción y la conclusión de la tesis al español. Su ayuda ha contribuido a completar la tesis. Me gustaría expresar mi profundo agradecimiento a los tres profesores de Madrid, los cuatro profesores de Hanoi y sus alumnos, por acceder a participar en este estudio. Siempre recordaré la calidez de su bienvenida y su entusiasmo como uno de los mejores momentos en mi viaje como estudiante de doctorado. También me gustaría agradecer la ayuda en la recopilación de datos en Madrid y la transcripción de parte de los datos del aula de dos estudiantes de máster de la UAM, Laura Apodaca y Beatriz Sandoval. Asimismo, he de agradecer al Ministerio de Educación y Capacitación de Vietnam por brindarme el apoyo financiero para poder venir a Madrid a realizar mi proyecto de doctorado. En último lugar, aunque no menos importante, me gustaría dar las gracias, con todo mi corazón, a mis adorables hijas, mi esposo y mis padres. Decidí realizar el doctorado en España gracias a mi esposo, quien me ha acompañado y ha estado siempre a mi lado durante todo el viaje. Mis dos hijas siempre han sido y serán una fuente inagotable de amor, apoyo y fortaleza, que me ayuda a superar todos los desafíos de la vida, incluida esta tesis. Finalmente, le doy las gracias a mis padres, muchas gracias por estar siempre ahí, cada vez que lo he necesitado e incluso cuando intentaba no necesitarlo, con los brazos siempre abiertos.

## **Dedications**

*For my two daughters, my husband and my parents!*



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## **List of abbreviations**

BEP: British council and Spanish ministry of education bilingual project

CA: Conversation analysis

CBI: Content-based instruction

CEIL: Content and English integrated learning

CF: Corrective feedback

CIC: Classroom interactional competence

CLIL: Content and language integrated learning:

EFL: English as foreign language

FI: French immersion

L1: The first language

L2: The second language

MOET: Vietnam ministry of education and training

S1: Student 1

S2: Student 2

S3: Student 3

S4: Student 4

S5: Student 5

S6: Student 6

SFL: Systemic functional linguistic

SLA: Second language acquisition

T1: Teacher 1

T2: Teacher 2

T3: Teacher 3

T4: Teacher 4

T5: Teacher 5

T6: Teacher 6

T7: Teacher 7



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## **Abstract**

This thesis aims at obtaining practical implications to improve the current teaching practices of novice CLIL teachers in Vietnam. The study is based on the comparison between two CLIL contexts – Madrid, Spain and Hanoi, Vietnam. In Madrid, as Spanish/English bilingual program or CLIL approach has been officially implemented in the public educational system for twenty years or so, there has been a very large body of research covering all aspects such as the effects of CLIL on content learning, on language competence and on integrated learning of both content and language at different levels from early age to tertiary. However, research is still needed to inform the current practice especially at primary level with more solid and sounder implications on the integration of content and language. In Hanoi, CLIL teaching and learning is at its very early stage of piloting at private schools alongside the Vietnamese national curriculum. Until the time of this study, very little research in the field has been found, and key stakeholders really need practical guidelines to do CLIL more confidently. Therefore, the present thesis was aimed at filling these research gaps by developing a combined cognitive and social framework to examine the teachers' use of corrective feedback and its relationship with their effectiveness in classroom interaction across the two contexts. The cognitive model of corrective feedback (CF) (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted for the analysis of both CF on form and CF on content because CF on content was previously uncovered by research using this model. The adaptation of the CF model made it possible to identify and quantify different CF types used by teachers and their following uptake levels. Then, the teachers' CF use was further investigated in connection with its effectiveness in classroom interaction. In doing so, the social model of classroom interactional competence (CIC) (Walsh 2011 and 2013) was employed with adaptation to reveal the relationships between the teachers' CF and CIC. Participants of the study include three Spanish-native teachers in three different public bilingual schools in Madrid and four Vietnamese-native teachers in two private schools in Hanoi, all at the primary school level. All classroom data was collected in CLIL natural-science classes in both settings. Results from the study showed that CF on content was used twice as much as CF on form by the Madrid teachers, but it was used slightly over CF on form by the Hanoi counterparts. Regarding the three main CF types (explicit correction, recasts and prompts), the overall pattern was similar in both contexts with prompts as the most frequently-used CF type and also the most effective one. More specific similarities and

differences were also found in the quantitative analysis. With respect to the findings yielded from the qualitative analysis of the study, the teachers' CF use was found as one of the core factors leading to the teachers' effectiveness in classroom interaction mainly in three cases in primary CLIL Spain. In primary CLIL Vietnam, however, the CF use and the employment of other interactional strategies – the divergence between the teachers' predetermined pedagogic goals and their actual use of language, inappropriate learning space and unsuccessful shaping of learners' contributions – revealed the teachers' ineffectiveness in classroom interaction. Useful research and pedagogic implications were drawn from these findings, and further suggestions were also provided at the end of the thesis.

## Resumen

Esta tesis tiene como objetivo obtener implicaciones prácticas que sirvan para mejorar la actividad docente actual de los profesores nóveles de AICLE (Aprendizaje Integrado de Contenido y Lengua o CLIL en inglés) en Vietnam. El estudio se basa en la comparación de dos contextos CLIL -uno en Madrid, España y otro en Hanoi, Vietnam. En España, la implementación de programas de bilingüismo (Inglés-Español) o de la metodología CLIL en el aula se remonta 20 años aproximadamente. Durante todo este tiempo ha dado lugar a abundantes trabajos de investigación en el contexto CLIL. Estos trabajos se han desarrollado en todos los niveles educativos, desde el nivel infantil hasta el nivel universitario, y versan sobre distintos aspectos, como los efectos de la metodología CLIL en: el aprendizaje de contenido, en la competencia lingüística de la segunda lengua (L2) y en el aprendizaje integrado de lengua y contenido. Sin embargo, aún es necesario realizar más investigación para informar la práctica actual en CLIL que lleve a implicaciones más firmes y sólidas centradas en la integración de contenido y lengua, especialmente en primaria. En Hanoi, la enseñanza y aprendizaje con la metodología CLIL está todavía en etapa de prueba y tan sólo existen proyectos pilotos en algunas escuelas privadas, que se llevan a cabo paralelamente al Curriculum Nacional Vietnamita. Con anterioridad al presente estudio, y a pesar de la necesidad de las partes interesadas de tener guías prácticas que les ayuden a desarrollar la metodología CLIL con confianza, ha habido escasa investigación que se centre en este campo. La presente tesis surgió de la necesidad de llenar los vacíos mencionados mediante el desarrollo de un modelo teórico que combina elementos cognitivos y sociales para examinar el uso que hacen los profesores de la retroalimentación correctiva y la relación de su efectividad en la interacción en el aula en los dos contextos. El modelo cognitivo de respuesta correctiva (CF en inglés en adelante; Lyster y Ranta 1997; Lyster y Mori 2006) se ha adaptado para analizar la respuesta correctiva (CF) sobre la forma o CF sobre el contenido ya que este último (CF sobre contenido) no había sido tratado por este modelo anteriormente. La adaptación del modelo de CF ha hecho posible la identificación y cuantificación de diferentes tipos de CF usados por los docentes, así como los niveles de respuesta que provocan. Más adelante se investigó más a fondo el uso de CF por parte de los docentes, así como su efectividad en la interacción del aula. De esta manera, se ha usado el modelo social de competencia interactiva en el aula (CIC del inglés en adelante; Walsh 2011 y 2013) para establecer la relación existente entre las CF y CIC de los profesores. Los

participantes de esta tesis han sido tres profesores nativos españoles de tres colegios públicos bilingües de Madrid y cuatro profesores nativos vietnamitas de dos colegios privados de Hanoi. Todos los participantes son profesores de primaria y los datos de ambos contextos provienen de clases de ciencias naturales impartidas en inglés (CLIL). Los resultados muestran cómo los profesores de Madrid usan CF sobre el contenido el doble de veces que CF sobre la forma mientras que sus colegas de Hanoi usan CF sobre el contenido sólo ligeramente más que CF sobre la forma. Con respecto a los tres tipos principales de CF (corrección explícita, revisión e indicación), la distribución del uso de cada tipo de CF es similar en ambos contextos. De esta manera las indicaciones son el tipo de CF más usado y más eficiente. En el análisis cuantitativo de los datos se encontraron diferencias y similitudes más concretas. El análisis cualitativo de los datos descubrió cómo el uso de CF por parte de los docentes es un factor determinante para una efectiva interacción de los profesores en el aula, especialmente en el caso de los tres profesores de CLIL de primaria en Madrid. Sin embargo, los resultados muestran cómo, en las clases de CLIL de primaria en Vietnam, el uso de CF y de otras estrategias interactivas, así como la falta de concordancia entre los objetivos de aprendizaje y el uso del lenguaje, un lugar de aprendizaje inapropiado y una respuesta inadecuada a las contribuciones de los alumnos, desembocan en una interacción en el aula ineficaz por parte de los profesores. A través de estos resultados, y al final de esta tesis, se han elaborado conclusiones prácticas así como sugerencias para los profesores que han participado en el estudio.

# PRESENTACIÓN Y CONCLUSIONES DE LA TESIS

## 1 Presentación

### 1.1 Objetivos y alcance del estudio

El objetivo de esta tesis es comparar el uso que hacen los profesores de la respuesta correctiva o CF (del inglés *corrective feedback*) y examinar la relación que este uso ejerce sobre la competencia interactiva del aula o CIC (del inglés *classroom interactional competence*) en clases de AICLE (Adquisición integrada de contenido y lengua) o CLIL (del inglés *content and language integrated learning*) de cuarto y quinto de primaria y en dos contextos diferenciados, España y Vietnam. CLIL, una iniciativa creada para fomentar el bi-multilingüismo en Europa, se ha extendido a la mayoría de los países europeos desde los años 90, y la investigación existente en el campo muestra cómo esta metodología ayuda a mejorar tanto la competencia sobre contenido como la competencia lingüística de los estudiantes. Sin embargo, aún es necesario investigar más sobre CLIL, especialmente a nivel de primaria, y de esta manera promover implicaciones prácticas más firmes y sólidas que ayuden a mejorar lo que acontece en el aula CLIL actualmente (Nikula et al. 2013 y Llinares 2017). Para afrontar este objetivo es por lo tanto necesario combinar diferentes enfoques usados para investigar en el contexto CLIL en primaria. Al otro lado del mundo, en Vietnam, el aprendizaje y la enseñanza siguiendo la metodología CLIL está todavía en sus comienzos, en una etapa inicial de prueba donde aún se tiene muy poca experiencia en aspectos tales como: formación del profesorado, currículum, materiales, guías para orientar la práctica e incluso investigación. El hecho de proceder de este contexto aún inexperto en CLIL, me ha impulsado a comparar las prácticas docentes de CLIL en España con las de Vietnam, en especial el uso que los profesores hacen de CF interactivo, un aspecto pequeño pero de gran importancia. El objetivo final de esta tesis es aportar sugerencias prácticas que ayuden a los todavía principiantes defensores de CLIL en Vietnam, a mejorar las prácticas de enseñanza y aprendizaje. A través de la comparación y análisis de las diferencias y similitudes existentes entre cómo los profesores recuerdan y usan CFs y CIC en cada uno de los contextos (España y Vietnam), se esperan obtener conclusiones que ayuden a la práctica docente de CLIL en Vietnam.

## 1.2 Marco teórico

Los dos marcos principales que forman el fundamento conceptual y teórico de esta tesis son CF y CIC. El modelo de CF (Lyster y Ranta 1997, Lyster y Mori 2006) se adaptó para analizar el uso que hacen los docentes de CF sobre la forma y CF sobre el contenido. El presente estudio difiere de otros trabajos previos, en los que nunca se ha diferenciado CF con respecto al contenido sino tan solo con respecto a la forma. Esta tesis llena un vacío al adaptar el marco de CF para la cuantificación y comparación de las distribuciones porcentuales de los distintos tipos de CF y sus niveles de respuesta en el contexto de CLIL de primaria de España y Vietnam. Posteriormente, el uso de CFs por parte de los docentes ha sido investigado en función a su capacidad para promover competencia interactiva usando el modelo de CIC. Basándome en el modelo CIC desarrollado por Walsh 2011 y 2013, en la presente tesis he desarrollado criterios básicos para examinar las relaciones entre el uso de CF de los docentes y su CIC. Mi contribución a la teoría de la CIC es que, tras la evidencia aportada en el análisis, es necesario contemplar la retroalimentación correctiva o CF en la interacción como un factor importante que influye en una efectiva interacción de los docentes con sus alumnos en el aula. Por esta razón, CF se coloca en el corazón del modelo de CIC y se superpone a otros elementos de interacción que, en su totalidad, contribuyen al éxito final de la interacción profesor-alumno. De esta manera, la combinación de los modelos CF y CIC implica combinar un enfoque más cognitivo con uno más social para lograr el objetivo de este estudio. La combinación de enfoques es considerada muy necesaria en el campo de la investigación en SLA (del inglés, *second language acquisition*, adquisición de segundas lenguas; ver por ejemplo, Ortega, 2013) en la actualidad.

## 1.3 Contextos, participantes y preguntas de investigación

Este estudio se sitúa en el contexto CLIL de primaria, dentro del cual se comparan el uso de CF interactivo en las clases de ciencias naturales de Madrid, España con las de Hanoi, Vietnam. Los colegios que han participado en este trabajo son tres colegios públicos de diferentes áreas de Madrid y dos colegios elementales privados de Hanoi. Los programas de educación bilingües Vietnamita-Inglés aún no se han implantado en el sistema de educación pública en Vietnam, pero existen cada vez más instituciones privadas que están desarrollando este programa junto con el currículum nacional. De esta manera, CLIL en Vietnam está todavía en una etapa inicial de prueba, y es por esta razón que el único contexto que podía ser comparado con el contexto CLIL en España es el que

existe en los colegios privados. En España, los dos colegios participantes comenzaron la implantación del programa bilingüe durante el curso 2005-2006. En cambio, uno de los colegios de Hanoi comenzó a incorporar la metodología CLIL durante el curso escolar 2008-2009 y el otro mucho después, durante el curso escolar 2012-2013. El programa se implementa de forma muy diferente en Madrid y en Hanoi, en Madrid el inglés se utiliza como medio de instrucción en al menos 1/3 o incluso 1/2 del currículum y en asignaturas como inglés, ciencias sociales, ciencias naturales, artes y oficios, música o educación física. En Hanoi, sin embargo, el inglés representa tan solo 1/5 del currículum, y esto es principalmente en la asignatura de inglés y en una pequeña parte en otras dos asignaturas: matemáticas y ciencias. De esta manera, la cantidad de inglés en el contexto de Vietnam es relativamente pequeña en comparación con España y es por esta razón que los datos recogidos de los dos contextos (Madrid y Hanoi) y usados en esta tesis, provienen de clases CLIL de ciencias naturales. Tres profesores nativos españoles y cuatro profesores nativos vietnamitas formaron parte de este estudio. Los datos recolectados para esta tesis suman un total de 26 horas, 39 minutos y 31 segundos de grabación, que comprenden cuatro unidades completas en Madrid (21 horas, 11 minutos, 08 segundos) y otras cuatro unidades completas en Hanoi (5 horas, 28 minutos, 23 segundos). El objetivo de este estudio es responder a las siguientes preguntas de investigación:

1. *¿Qué tipo de respuesta correctiva (CF sobre la forma o sobre el contenido) se usa en las clases CLIL de cuarto y quinto de primaria de los colegios en España y en Vietnam?*
  - 1.1. *¿Cuáles son las similitudes y diferencias existentes entre ambos contextos?*
2. *¿Cómo se usan los distintos tipos de CFs (corrección explícita, revisión e indicación) en las aulas CLIL de primaria en España y en Vietnam?*
  - 2.1. *¿Cómo se usan los distintos tipos de CF sobre la forma (corrección explícita, revisión e indicación) en los dos contextos? ¿Cuál es el tipo de CF sobre la forma más usado en cada uno de los contextos?*
  - 2.2. *¿Cómo se usan los distintos tipos de CF sobre el contenido (corrección explícita, revisión e indicación) en los dos contextos? ¿Cuál es el tipo de CF sobre el contenido más usado en cada uno de los contextos?*
  - 2.3. *¿Cuáles son las similitudes y diferencias existentes entre ambos contextos?*
3. *¿Cuál es el grado de respuesta del alumno asociado a cada tipo de CF en el aula CLIL de primaria en España y en Vietnam?*



- 3.1. *¿De qué manera hay o no respuesta (incluyendo reajustes y correcciones que necesitan reajuste) después de los diferentes tipos de CF en cada uno de los contextos?*
- 3.2. *¿Qué tipo de CF provoca un mayor número de respuestas y reajustes en cada uno de los contextos?*
- 3.3. *¿Cuáles son las similitudes y diferencias existentes entre ambos contextos?*
4. *¿Qué relación existe entre un uso efectivo de CF por parte del profesor y su competencia interactiva en el aula (CIC) en los contextos CLIL de primaria en España y en Vietnam?*
  - 4.1. *¿Qué características posee la competencia interactiva en el aula (CIC) de los profesores en cada uno de los contextos?*
  - 4.2. *¿Cómo se relaciona la competencia interactiva en el aula (CIC) de los profesores con su uso de las respuestas correctivas (CF) en cada uno de los contextos?*
  - 4.3. *¿Cuáles son las similitudes y diferencias existentes entre ambos contextos?*

Las tres primeras preguntas de investigación se abordarán utilizando el modelo CF como modelo analítico; posteriormente, y basándome en los resultados obtenidos en esta primera parte, seleccionaré partes de la interacción profesor-alumno en cada uno de los contextos para analizar dichas partes con más profundidad usando el modelo CIC. De esta manera, se podrán revelar las relaciones existentes entre CF y CIC, y así responder a la pregunta de investigación 4 de este estudio.

## **1.4 Descripción general de la tesis**

Esta tesis consta de ocho capítulos. En el capítulo 1, se introducen los objetivos, los contextos, el marco teórico, las preguntas de investigación y se hace una breve descripción del contenido de la tesis. El capítulo 2 se centra en CLIL, y lo hace partiendo de una visión más global enmarcada en Europa para terminar con otra más local centrada en Madrid. El capítulo 3 presenta los dos marcos teóricos, CF y CIC, usados por este estudio para desarrollar una base teórica combinada. En el capítulo se explican los conceptos fundamentales del modelo CF (Lyster y Ranta 1997; Lyster y Mori 2006) y se presentan ejemplos obtenidos de los datos de cada uno de los contextos de este estudio. En este capítulo también se hace referencia a la literatura existente en relación a CF en diferentes contextos educativos. También se describe el modelo de CIC (Walsh 2011 y 2013), que es adaptado y combinado con el modelo de CF para presentar un enfoque

combinado que permite examinar el uso que hacen los profesores de CF y cómo éste influye en su interacción en el aula con los alumnos. En este capítulo también se presenta brevemente el enfoque sociocultural para la investigación en CLIL. En el capítulo 4, se describe en detalle la metodología usada en esta tesis. En este capítulo los dos contextos CLIL usados en este estudio son situados y comparados utilizando el continuo de educación bi-multilingüe de Cenoz (Cenoz 2009). Posteriormente se detalla el proceso seguido para la recolección de datos tanto en Madrid como en Hanoi; se organiza el corpus de aula y se describe cada una de las dos fases del proceso analítico llevado a cabo en esta tesis. Los resultados y la discusión del presente estudio se presentan en tres capítulos: el capítulo 5 se centra en los resultados obtenidos tras el análisis cuantitativo de los datos, incluyendo aquí una comparación entre las aulas CLIL de primaria de Madrid y Hanoi para obtener las similitudes y diferencias encontradas en el uso de CF por parte de los profesores y las respuestas que estas generan en los alumnos. El capítulo 6 presenta los resultados obtenidos tras el micro-análisis de la competencia interactiva en el aula (CIC) de los profesores participantes y enfatiza la importancia de CF en la interacción profesor-alumno. Esta sección usa los recuerdos comunicados a través de comentarios de los profesores como datos secundarios. El capítulo 7 unifica la evidencia obtenida en las dos fases del análisis de datos (cuantitativa y cualitativa) para así relacionar el uso que los profesores hacen de CF con su efectividad en la interacción en el aula. Para finalizar, se resumen los resultados más significativos de la tesis. El capítulo de conclusiones también incluye las implicaciones del estudio, sus limitaciones, y sugerencias para futuras investigaciones.

## **2 Conclusiones**

### **2.1 El uso de CF**

En respuesta a las tres primeras preguntas de investigación con respecto a (1) el uso de CF sobre la forma y CF sobre el contenido en AICLE en España y AICLE en Vietnam en los cursos 4º y 5º de Primaria; (2) la frecuencia de los diferentes tipos de CF: corrección explícita, revisión e indicación, dentro de las dos categorías generales (CF sobre la forma y CF sobre el contenido) en ambos contextos, el tipo más utilizado, y las similitudes y diferencias entre los contextos; y (3) las respuestas de los alumnos a los diferentes tipos de CF, el tipo más efectivo de CF utilizado en los dos contextos y también las similitudes y diferencias entre los contextos a este respecto, los hallazgos más importantes obtenidos de este análisis se resumen de la siguiente manera:

### **2.1.1 La frecuencia de CF sobre la forma y CF sobre el contenido:**

- CF sobre el contenido fue más frecuente que CF sobre la forma en ambos contextos; CF sobre el contenido casi duplicó CF sobre la forma en Madrid, pero fue solo un poco superior a CF sobre la forma en Hanói. Los tres profesores de los centros madrileños (T1, T2 y T3) emplearon más CF sobre el contenido que CF sobre la forma, especialmente el profesor 1 (T1), que utilizó CF sobre el contenido tres veces más que CF sobre la forma. Por el contrario, en los centros de Hanói, solo T5 y T7 usaron más CF sobre el contenido que CF sobre la forma; T4 empleó CF sobre el contenido y CF sobre la forma con la misma frecuencia, y T6 difirió de todos los demás docentes en el mayor uso de CF sobre la forma que CF sobre el contenido. En otras palabras, los profesores vietnamitas del estudio se centraron más en la forma que los profesores de español, aunque estos últimos también eran profesores de idiomas así como profesores de contenido.

### **2.1.2 La frecuencia de los diferentes tipos de CFs: corrección explícita, revisión e indicación:**

- Tanto en el AICLE de Primaria de Madrid como en AICLE de Primaria de Hanói, las indicaciones fueron el tipo más frecuente de CFs, que representaron más de la mitad del total de movimientos de CFs; las revisiones fueron usadas en segundo lugar; y las correcciones explícitas fueron las menos utilizadas.
- Al separar CF sobre la forma de CF sobre el contenido hubo un patrón similar en ambos contextos. Con respecto a CF sobre la forma, las revisiones se usaron con mayor frecuencia; las indicaciones siguieron en segundo lugar; y, por último, las correcciones explícitas. Los tres maestros participantes (T1, T2 y T3) en Madrid reflejaron el patrón de los tres tipos de CFs sobre la forma; los cuatro maestros participantes en Hanói, sin embargo, presentaron variaciones en el uso de CFs sobre la forma. Con respecto a la CF sobre el contenido, se observó nuevamente un patrón muy similar en ambos contextos: las indicaciones fueron las más frecuentes; seguidas de lejos por las correcciones explícitas; y finalmente seguidas por las revisiones. Los siete docentes participantes de ambos contextos también emplearon mayoritariamente las indicaciones al tratar con los errores de contenido de sus alumnos.

- De los 4 subtipos de indicación sobre el contenido, la pista metalingüística fue la más frecuente en ambos contextos AICLE de Primaria. Además de la pista metalingüística, los maestros de AICLE Madrid utilizaron la obtención de información como el segundo tipo más frecuente, y la solicitud de aclaración y la repetición se utilizaron en un porcentaje mucho menor. En el contexto de Hanói, los maestros también usaron la pista metalingüística sobre el contenido con mayor frecuencia, pero las diferencias entre la pista metalingüística y otros tipos no fueron tan grandes como en el caso de Madrid. La obtención de información también fue la segunda más frecuente, la repetición la tercera y la solicitud de aclaración la última.
- En Madrid, España, tanto T1 como T3 emplearon la pista metalingüística con mayor frecuencia; T2 fue diferente al usar tanto la pista metalingüística como la obtención de información como las más comunes. En Hanói, Vietnam, la pista metalingüística también se encontraba entre los subtipos más frecuentes de indicación sobre el contenido, pero no con porcentajes tan altos como en el contexto de Madrid. Esto es cierto para T4, T5 y T6, pero no para T7 que favoreció la obtención de información sobre la pista metalingüística.

En resumen, en términos generales, no hubo diferencias en los tipos de CFs utilizados sobre el contenido y sobre la forma en los dos contextos.

### **2.1.3 Las respuestas del alumno:**

- Con respecto a CF sobre la forma, tanto Madrid como Hanói revelaron una distribución casi similar de respuesta (justo por encima del 60% en el total de movimientos de CFs); sin embargo, con la mayoría de los movimientos de respuesta del tipo de reajuste, fueron más efectivos en corregir los errores sobre la forma de sus alumnos los maestros de Madrid que aquellos en el contexto de Hanói. En relación a las distribuciones individuales de respuesta después de CF sobre la forma, T5 en Hanói fue el menos efectivo de los siete docentes participantes en los dos contextos con sin respuesta; T1 y T3 en Madrid, por el contrario, tuvieron un 100% de efectividad con respuesta con reajuste.
- Con respecto a CF sobre el contenido hubo un nivel muy alto de movimientos de respuesta (más del 70% en el total de movimientos de CFs) en ambos contextos; sin embargo, menos de la mitad de las respuestas fue de reajuste en cada caso. Por lo tanto, CF sobre el contenido fue menos efectivo que CF sobre la forma en

ambos contextos. En otras palabras, CF sobre el contenido, que fue usado con mayor frecuencia, no fue necesariamente más efectivo. En relación a las distribuciones individuales, los siete docentes participantes en este estudio reflejaron el patrón general de respuesta después de CF sobre el contenido en ambos contextos, con aproximadamente del 65% al 85% de respuesta, pero solo menos de la mitad con reajuste.

- En cuanto a los niveles de respuesta resultantes de los tres tipos de CFs: corrección explícita, revisión e indicación sobre la forma, el estudio encontró que aunque la revisión se usó con mayor frecuencia para proporcionar CF sobre la forma en ambos contextos, fue, sin embargo, la menos efectiva en ambos contextos. Si bien los 3 tipos de CFs fueron igualmente efectivos en el contexto de Madrid (desencadenando alrededor del 50% de los reajustes), pero siendo indicación el tipo de CF que provocó el mayor nivel de respuesta, la corrección explícita fue particularmente efectiva en el contexto de Hanói, con un 92,86% de movimientos de respuesta (78.57% de reajuste y 14.29% no reajuste). Esto puede explicarse en relación con la cultura educativa vietnamita, donde los estudiantes están acostumbrados (y se espera que repitan) las declaraciones de los docentes. Finalmente, aunque hubo el mismo patrón para ambos contextos en el grado de respuesta después de CF de la forma, también hubo diferencias individuales en la efectividad de CF sobre la forma entre los contextos. Por ejemplo, T3 en Madrid usó la corrección explícita sobre la forma de manera 100% ineficaz sin respuesta y T5 solo usó revisiones sobre la forma, pero de manera completamente ineficaz, sin respuesta.
- En cuanto a los grados de respuesta después de CF sobre el contenido, en ambos contextos, las indicaciones generaron el mayor porcentaje de reajustes, seguidas de correcciones explícitas y, finalmente, de revisiones, que fueron seguidas de sin respuesta en Madrid y sin reajuste en Hanói. En cuanto a las distribuciones individuales de los docentes sobre los grados de respuesta totales después de CF sobre el contenido, el porcentaje de respuesta siguiendo indicaciones sobre contenido también se destaca como la cifra más alta en los siete maestros participantes tanto en Madrid como en Hanói con cinco profesores (T1, T2, T5, T6 y T7) teniendo el nivel más alto de reajuste después de indicaciones sobre contenido; T3 en el contexto de Madrid y T4 en el contexto de Hanói, sin embargo,

no siguieron este patrón general compartido entre los dos contextos, con más reajuste como resultado de la corrección explícita sobre contenido que indicación sobre contenido.

- Más específicamente, con respecto a los 4 subtipos de indicaciones sobre contenido, aunque la pista metalingüística fue la más empleada en los dos contextos del estudio, este tipo de CF no siempre condujo a la mayor efectividad. Por ejemplo, en Madrid, la pista metalingüística fue la menos efectiva de los 4 subtipos; mientras tanto, otros tipos de CF sobre contenido menos comunes, como la solicitud de aclaración y la repetición, fueron los más efectivos en algunos casos. El mismo resultado se encontró en las distribuciones individuales de los docentes, por lo que, nuevamente, la efectividad de CFs no dependió de su frecuencia. La efectividad de los diferentes tipos de indicaciones debe ser explorada en el futuro en relación con los factores contextuales.
- Algunas otras diferencias encontradas entre AICLE en Madrid y AICLE en Hanói incluyen: (a) la corrección en clase tuvo lugar con poca frecuencia en las aulas AICLE de Madrid, sin embargo con bastante frecuencia en Hanói. Esto se debe a que los profesores vietnamitas, especialmente después de las correcciones explícitas, les pedían a sus alumnos repetir la respuesta correcta al unísono; (b) el porcentaje de veces que se cometía el mismo error fue muy bajo en el contexto de AICLE Madrid, pero bastante alto en Hanói. Esto significa que los estudiantes en el contexto de Madrid fueron más capaces en reconocer las señales de sus maestros para evitar el mismo error que sus compañeros en Hanói.

## **2.2 La relación entre el uso de CFs por parte de los profesores y su CIC**

Esta parte resume la respuesta a la cuarta pregunta de investigación. La cuarta pregunta se centra en cómo el uso efectivo de CF por parte del profesor se relaciona con la efectividad de la interacción. Las tres sub-preguntas se refieren concretamente a: las características de la competencia interactiva en el aula (CIC) de los profesores, la relación existente entre CF y CIC, y las diferencias y similitudes que se presentan comparando los dos contextos, España y Vietnam. Las conclusiones más importantes se enumeran a continuación:

- Los tres profesores de clases CLIL en España tienen mejores resultados en su interacción en el aula que los profesores de Vietnam; sin embargo, la ineficacia en CIC no se ejecutó de la misma manera por cada profesor participante del

estudio de Vietnam. Esto se puede deber a que cada uno de los profesores participantes en Vietnam tiene diferentes grados de experiencia impartiendo inglés y CLIL, su formación como profesores también es diferente, el curriculum CLIL que siguen no es igual y el nivel de exposición al inglés que tienen es también dispar. Los profesores CLIL en España, que tienen mayor experiencia y formación en los elementos enumerados anteriormente, lograron mejores resultados en la interacción de clase que sus colegas de Vietnam. Con respecto a las similitudes y diferencias encontradas dentro de cada contexto, estas se deben a la relación existente entre el uso de CF y su CIC, que ha llevado a elaborar la segunda conclusión.

- La efectividad en el uso de CF por parte de los profesores, no depende del tipo de CF usado, sino de otros factores CIC. Tres profesores en Madrid y uno en Hanoi lograron un uso efectivo de CF y esto desembocó también en una interacción en el aula con buenos resultados, de esta manera, uno contribuye al otro y viceversa. Sin embargo, en el caso de los otros dos profesores de Hanoi, aunque en un principio parecen tener un uso de CF bastante efectivo ya que generaron muchas respuestas por parte de los alumnos, al final este uso fue infectivo ya que no condujeron a casi ningún reajuste. En estos casos, el uso infectivo de CF por parte de los profesores se debe a otros factores CIC, por ejemplo: falta de concordancia entre los objetivos pedagógicos y el uso del lenguaje, espacios de aprendizaje inadecuados y el uso forzoso de reajustes por parte de los profesores sin recurrir a parafrasear o a aportar una base sólida.

## **2.3 Aplicaciones a la investigación**

El presente estudio contribuye a tener una mejor comprensión de CF interactivo y de CIC del profesor, concretamente en los dos contextos CLIL estudiados. Este trabajo ha aportado novedades al campo tales como la adaptación que se ha hecho del modelo CF para poder analizar CF sobre la forma, CF sobre el contenido, así como el uso de este modelo junto con el modelo CIC y acompañado de los comentarios de los profesores. En el campo teórico, la presente tesis ha llenado el vacío existente en el campo de CF sobre el contenido, ya que no existen estudios previos, en el campo de estudios comparativos de CF y que yo conozca, que analicen CF sobre el contenido. El modelo analítico propuesto permite que tanto investigadores como profesores puedan distinguir, describir y analizar diferentes tipos de CF sobre el contenido usando el mismo criterio utilizado

para distinguir CF sobre la forma. De esta manera, el modelo se puede usar para analizar ambos tipos de CF en cualquier contexto, aunque es especialmente relevante para el contexto CLIL, ya que se centran en la integración de la forma del lenguaje y el contenido de la asignatura. Es más, el modelo de CIC propuesto, que sitúa CF en el centro, haciendo sombra a otros factores, es una herramienta que puede usarse para evaluar la efectividad en la interacción en el aula de los docentes, y de esta manera, merece ser indagada aún más. Además, aunque existen numerosas investigaciones en Europa que se centran en el discurso en el aula CLIL, este estudio es el primero en el que se investigan aulas CLIL en Vietnam, y así, abre un nuevo campo de investigación en este contexto.

## **2.4 Aplicaciones pedagógicas**

Este estudio tiene aplicaciones prácticas para todos los profesores, pero especialmente para los profesores de CLIL de primaria. Por un lado, se han identificado los factores clave que hacen que la interacción en el aula del profesor con sus alumnos sea efectiva. Estos factores incluyen: la convergencia entre los objetivos pedagógicos y el uso del lenguaje, un espacio de aprendizaje adecuado para fomentar oportunidades de aprendizaje, que los profesores modelen y reajusten las aportaciones de los alumnos y lo más importante, que usen CF de una manera efectiva. Por otro lado, la presente tesis también ha puesto de manifiesto las causas que llevan a una interacción ineficaz en el aula por parte de los profesores. Éstas están basadas en: la falta de convergencia entre los objetivos de pedagógicos y el uso del lenguaje, un espacio de aprendizaje inadecuado, un uso no efectivo de CF por parte de los docentes y el escaso uso de parafraseo o aportaciones de una base sólida por parte del profesor.

Como se ha mencionado con anterioridad, la implementación del programa bilingüe/CLIL en Vietnam está todavía en fase de prueba y tan solo existen proyectos pilotos en colegios privados y de altas capacidades en Vietnam. Debido a esto, los resultados de este estudio son una buena evaluación acerca de cómo los defensores de CLIL están llevando a cabo los programas y las causas de esos resultados. Al comparar la efectividad de la interacción en el aula de los profesores CLIL en Vietnam con sus colegas de España, en especial su uso de CF interactivo en clases CLIL de ciencias naturales de cuarto y quinto de primaria, esta tesis aporta aplicaciones valiosas para todo docente y en especial para los profesores de CLIL en primaria. Estas aplicaciones son técnicas que pueden ayudar a los profesores a tener mejores resultados en sus interacciones en el aula y en su uso de CFs. En primer lugar, los profesores deben conocer



los distintos tipos de CFs que existen y de esta manera mejorar el uso que hacen de CF en el aula para que finalmente esto influya en una interacción en el aula más eficaz y con mejores resultados. Como el uso de CF está en el centro del CIC de los profesores, éstos pueden mejorar sus resultados en la interacción en el aula si son capaces de usar los distintos tipos de CFs sobre la forma y sobre el contenido de una manera adecuada. Aunque algunos tipos de CFs se usan más y producen mejores resultados que otros, esto no quiere decir que los profesores deban limitarse al uso de esos tipos de CFs. Es más conveniente que usen todo el abanico de CFs para alcanzar los resultados más óptimos en la clase. Además, los profesores deben prestar también atención a otros tipos de CIC que incluyen ser capaces de alinear los objetivos pedagógicos y el uso que hacen del lenguaje con el nivel y contexto de sus alumnos, así lograrán dirigir las aportaciones de los alumnos en la dirección correcta y crearán oportunidades para un aprendizaje a medida.

## **2.5 Limitaciones del estudio**

Este estudio tiene ciertas limitaciones inamovibles; en primer lugar, el corpus del contexto vietnamita es relativamente pequeño comparado con el español. Como se ha explicado con anterioridad, tan solo una parte del programa bilingüe está implantado en Vietnam y se desarrolla en paralelo con el curriculum nacional mientras que en España, un porcentaje alto del horario escolar se dedica a materias CLIL. Esta diferencia ha hecho que el corpus procedente de Vietnam sea mucho menor que el que procede de España. Para salvar esta limitación y hacer la comparación entre el uso de CFs por parte de los profesores de ambos contextos posible, se recurrió a la comparación de porcentajes. Otra limitación del estudio es el reducido grupo de profesores participantes, tan sólo tres profesores en Madrid y cuatro en Hanoi, ya que uno de ellos fue baja en la segunda fase de la recolección de datos. Debido al reducido número de participantes, no se pudo llevar a cabo un análisis estadístico, sin embargo, un número más amplio también hubiera imposibilitado el análisis en detalle del discurso del aula que se ha llevado a cabo en el presente estudio.

## **2.6 Investigaciones futuras**

La primera sugerencia para realizar investigaciones en el futuro es diseñar intervenciones para ayudar a los profesores participantes de este estudio en las aulas de CLIL de primaria en Vietnam. Estas intervenciones deberían centrarse en la mejora del uso de CFs por parte de los profesores y así mejorar la convergencia entre los objetivos pedagógicos y el uso que hacen del lenguaje, aumentar el uso de técnicas de interacción

que ayuden a mejorar el espacio de aprendizaje y reforzar la transmisión de una base sólida, parafraseando, aclarando, reiterando y corrigiendo para dar forma a las aportaciones de los alumnos. Después de esto, se deberían comparar las prácticas docentes antes y después de la intervención para evaluar las posibles mejoras de los docentes vietnamitas en los aspectos mencionados anteriormente. En segundo lugar y para tratar con algunas de las limitaciones de este estudio, habría que ampliar el corpus procedente de Vietnam para hacerlo más comparable al de España. El número de colegios privados y de altas capacidades que están implantando CLIL está creciendo así que en el futuro existirán más oportunidades de obtener más datos de aula. Combinar el modelo cognitivo de los profesores de lenguas (LTC del inglés; Borg 2015) con el modelo de análisis propuesto por este estudio para obtener un entendimiento aún más exhaustivo de la relación entre un uso efectivo de CFs y CIC especialmente en los contextos CLIL, podría ser una nueva dirección para investigaciones futuras. Una sugerencia más para futuros estudios es centrarse en los factores específicos que caracterizan CIC a través un análisis cuantitativo y cualitativo del rol de CF en CIC, así como en el uso de otros recursos.



# **CHAPTER 1: INTRODUCTION**

## **1.1 Purpose and scope of the study**

The purpose of this thesis is to compare the teachers' use of corrective feedback (CF) and examine its relationship with their classroom interactional competence (CIC) at the 4<sup>th</sup> and 5<sup>th</sup> grade level across Content and Language Integrated Learning (CLIL) in Spain and CLIL in Vietnam. As an initiative to foster bi/multilingualism in Europe, CLIL has been spreading over most of the countries in this area since the 1990s, and research has shown lots of positive evidence of CLIL influence on learners' improvement in both content knowledge and target language competence. However, more research into CLIL especially at the primary level is still needed in the European context to provide more solid and sounder practical implications to improve current CLIL practices (Nikula et al. 2013; Llinares 2017). A combination of different research approaches to CLIL research at this educational level is, therefore, necessary for this purpose. On the other part of the world, CLIL teaching and learning in Vietnam is at the very early stage of piloting or sampling period with very little experience regarding all aspects, such as teachers' training, curricula, materials, guidelines and also research. Coming from this inexperienced CLIL context, I have been strongly motivated to compare CLIL teaching practices in Spain to Vietnam with emphasis on a small but important aspect – the teachers' use of interactional CF. The ultimate aims are to provide novice stakeholders of CLIL in Vietnam with practical suggestions to improve their teaching and learning practices. These expected implications will be drawn on by comparing similarities and differences between two contexts regarding the teachers' CF use, CIC and their recall commentaries.

## **1.2 Theoretical frameworks used in the study**

The two main frameworks which form the conceptual and theoretical underpinning of this thesis are CF and CIC. The CF model (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted for the analysis of the teachers' CF on both language form and content. This is different from the previous studies on CF using the same model in that CF was previously examined only with respect to language form and absence of the other half – CF on content. The present study fills this gap by adapting the CF framework to quantify and compare the percentage distribution of CF types and their following uptake levels in both primary CLIL contexts – Spain and Vietnam. To guarantee that the analysis was reliable, my supervisor, with experience in the

analysis of CF, crosschecked this analysis. Then, the teachers' CF use was further investigated in relation to its relevance for classroom interactional competence by employing the model of CIC. Based on the CIC model by Walsh 2011 and 2013, I develop core criteria to examine the relationships between the teachers' CF use and their CIC. My contribution to the theory of CIC is that from the evidence gathered in the analysis I propose to highlight interactional CF as an important factor influencing the teachers' effectiveness in classroom interaction with their students. For this reason, CF is placed at the very heart of the CIC model and it overlaps other interactional elements which all contribute to the final success of teacher-student interaction. Basically, the combination of CF and CIC models involves combining a more cognitive approach with a more social one in order to achieve the purpose of this study, a combination of approaches which is currently considered very necessary in SLA research (e.g. Ortega, 2013).

### **1.3 Contexts, participants and research questions**

Within the context of CLIL at the primary level, the present study compares the use of interactional CF in Natural science classrooms in Madrid Spain to Hanoi Vietnam. Participating schools include three public and bilingual schools in three different areas of Madrid and two private elementary schools in Hanoi. The public education system in Vietnam has not implemented Vietnamese/English bilingual programs yet, but there have been a growing number of private educational institutions and schools running this program or part of it alongside the national education one. Therefore, CLIL in Vietnam is at its early stage of piloting, and its availability in the private education system offered the only comparable context to CLIL Madrid. While the Spanish/English bilingual or CLIL program started to be officially implemented in academic year 2005/2006 in two participating schools in Madrid and in 2008/2009 in the third school, one participating school in Hanoi started incorporating part of CLIL teaching in 2008/2009 and another school much later in 2012/2013. The two existing curricula are different in that English is used as a medium of instruction for at least 1/3 to half of the curriculum in the Madrid schools with subjects like English language, Social Sciences, Natural Sciences, Arts and Crafts, Music or Physical Education, whereas English accounts for only above 1/5 of the curriculum in the Hanoi schools, mainly with English as a subject and a small part of other two subjects – Mathematics and Sciences. This explains why all classroom data for the thesis was taken in CLIL Natural science classes in both contexts and the amount of English in the Vietnam context is relatively small compared to Spain. There were three Spanish-native teachers and four Vietnamese-native ones involved in this study. The total database of 26 hours, 39 minutes and 31 seconds consists of four complete units in Madrid (21

hours, 11minutes, 08 seconds) and other four complete units in Hanoi (5 hours, 28 minutes, 23 seconds). The present study aims at seeking answers to the following research questions:

- 1. *What type of corrective feedback (CF on form and CF on content) is used in primary school CLIL in Spain and primary school CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels?***
  - 1.1. *What are differences and similarities across the two contexts?***
- 2. *How are different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam?***
  - 2.1. *How are different types of form CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of form CF in each context?***
  - 2.2. *How are different types of content CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of content CF in each context?***
  - 2.3. *What are the differences and similarities across the two contexts?***
- 3. *What is the extent of learner uptake associated with different types of CF in primary CLIL Spain and primary CLIL Vietnam?***
  - 3.1. *What is the extent of no uptake and uptake (including repair and needs-repair) after different types of CF in both settings?***
  - 3.2. *What type of CF results in the highest most number of uptake and repair moves in both settings?***
  - 3.3. *What are the differences and similarities across the two contexts?***
- 4. *How does the effectiveness of the teachers' CF use relate to the teachers' classroom interactional competence (CIC) in primary CLIL Spain and primary CLIL Vietnam?***
  - 4.1. *What are features of the teachers' CIC across the contexts?***
  - 4.2. *How does the teachers' CIC relate to their use of CF across the contexts?***
  - 4.3. *What are the differences and similarities across the two contexts?***

The first three research questions will be dealt with by using the CF model as the analytical framework; then, based on the results from this part of the study, a selection of certain parts of teacher-student interaction in the two contexts will be made for further analysis employing the CIC model to reveal the connections between CF and CIC, which is set for research question 4 of the study.

## **1.4 Overview of the thesis**

There are eight chapters in this thesis. Chapter 1 introduces the purposes, contexts, theoretical frameworks, research questions and an overview of the study. Chapter 2 focuses specifically on CLIL, moving from a broader view in Europe to a closer view in Madrid Spain. Chapter 3 presents two theoretical frameworks – CF and CIC – which form the combined analytical model of the thesis. Key ideas of the CF model (Lyster and Ranta 1997; Lyster and Mori 2006) are presented and accompanied by illustrative examples from the classroom data in both contexts. Literature review of relevant studies in CF across different instructional settings is briefly presented as well. The model of CIC (Walsh 2011 and 2013) is described and adapted in combination with the CF model to build up a combined approach to examining the teachers' CF use and its role in their classroom interaction with students. CLIL research using a sociocultural approach and CIC in particular is also briefly presented in this chapter. Next, methodology is described in detail in chapter 4 of this thesis. Here, the two CLIL contexts of the study are situated and compared using Cenoz's continua of bi/multilingual education (Cenoz 2009). Then, the process of data collection in both Madrid and Hanoi is summarized; the corpus of classroom data is organized; and the two-phase analysis process is clearly described. Importantly, the results and discussion of the study are provided in three chapters: chapter 5 focuses on findings from the quantitative analysis with all similarities and differences regarding the CF use and its following learners' uptake in primary CLIL Spain compared to primary CLIL Vietnam. Chapter 6 provides the results of the micro analysis on the participating teachers' competence in classroom interaction and highlights the role of CF in teacher-student interaction using the teachers' recall commentaries as secondary data. Then, the discussion brings together all evidence from both phases of analysis – quantitative and qualitative – to reveal the relationships between the teachers' CF use and their effectiveness in classroom interaction. Finally, chapter 7 highlighted again important findings of the thesis. Implications, limitations and suggestions for future research are also provided in conclusion chapter.

## **CHAPTER 2: CLIL IN SPAIN AND VIETNAM: DIFFERENT CONTEXTS, DIFFERENT PRACTICES**

### **2.1 Bilingual education/Content and language integrated learning (CLIL) in Spain**

#### **2.1.1 Bilingual education/ CLIL in Europe**

What is meant by the term “bilingual”? What is “CLIL”? And how are they linked together? To begin with, “a bilingual is somebody who can function in each language according to given needs” (Bialystok 2001: 4); someone who is competent in two languages can decide when and where to code-switch to which language needed at a certain point of time in different situations. The levels of competence in two languages can be equal or one language over the other. In the first case, a balanced or simultaneous bilingual is someone who is competent as a native speaker of the same age in both languages (Houwer 1990; Meisel 2001). The latter is subsequent or sequential bilingual, who has one strong or dominant language versus another weak or minority language (Kohnert 2008). Bilingual education is a broader term referring to the presence of at least two languages used as medium of instruction in educational programs (Baker 2006). There are different bilingual programs addressing different needs, thus resulting in different levels of competence in two or more languages, such as French Immersion (FI) in Quebec Canada, which started in the 1960s (Lyster 2007; Lyster and Lapkin 2007), Immersion or Content-Based Instruction (CBI) in the US, which started in the 1970s (Fortune and Jorstad 1996; Fortune and Tedick 2003 and 2008), and CLIL in Europe, which started in the 1990s (Marsh 2002; Coyle et al. 2010). FI programs were first implemented to offer Canadian English-speaking children an opportunity to learn French – another national language – efficiently and, in order to maximize exposure to the target language, it was decided to use the target language as a medium of instruction of content subjects at school (Lyster 2007). CBI is another form of bilingual program (in the US) in which English is taught to immigrants from minority languages so that they can integrate in the society and the teaching of English is done using a content/meaning-oriented approach (Fortune and Jorstad 1996). Both programs are thought to be the precursors of CLIL – because those programs appeared before and many research results have been applied to the implementation of the third one. Among many definitions of CLIL, a very widely quoted one is the following: “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning



and teaching of both content and language” (Coyle et al. 2010: 1). In other words, CLIL refers to any type of bilingual education program which uses a foreign language, rather than the learners’ mother tongue, as a medium of instruction to teach content subjects. However, this definition lacks a very important aspect of CLIL as a methodological concept: the objective of integrating both content and language (Dalton-Puffer and Smit 2007; Llinares 2015). As language and content are inextricably linked, children in bilingual (or CLIL) programs learn the content through the medium of a second/foreign language and the language is learnt as it cannot be separated from the content that it conveys. The following features have been identified as essential to CLIL: 1) There is both a content and language focus, 2) Content and language are learnt in integration, and 3) Language is both content and medium (Wolff 2007).

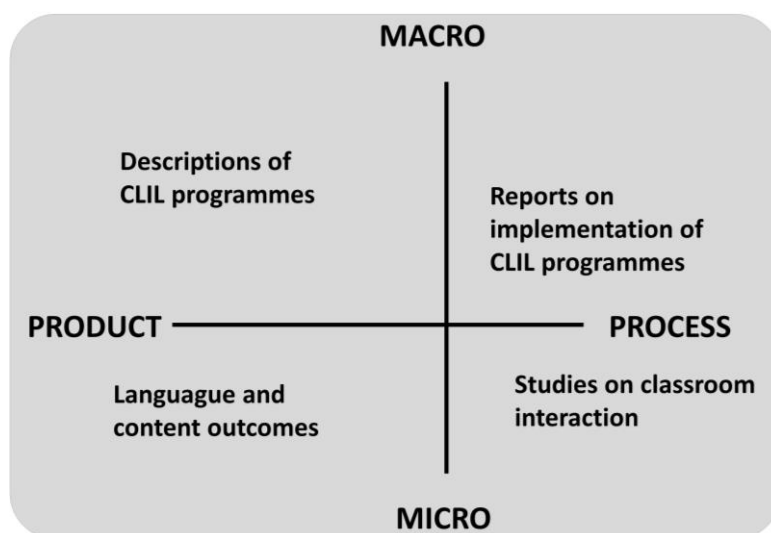
In the context of bilingual education in Europe, CLIL has been supported as an initiative to enhance extensive exposure to the target language within the school curriculum, with the ultimate aim to improve students’ competence in that language and, thus, address the important changes in society related to globalization, multilingualism and multilingual citizenship (Whittaker and Llinares 2009; Dalton-Puffer 2011). The fact that the target language in most cases is English has led to the term Content and English Integrated Learning (CEIL), coined by Dalton-Puffer (2010). Over two decades, CLIL has been favored by many European language policies as an ideal educational approach to foster plurilingualism among European citizens (Council of Europe 1992 and 2008; Eurydice 2005). Since 1996, CLIL has been supported and funded by the European Commission with a number of educational projects aiming at implementing and developing it throughout European countries (Frigols Martin et al. 2007; Navés 2009). By 2004, up to 80% of European countries have been implementing CLIL in one way or another (Dale and Tanner 2012). According to the latest Eurydice report, CLIL has been implemented widely throughout all European countries, except for only several countries such as Greece, Bosnia, Herzegovina, Iceland and Turkey, which do not provide this kind of CLIL provision, and Montenegro introduced this type in 2016/2017 (Eurydice 2017).

In terms of research, the vast implementation of CLIL in Europe has resulted in an extensive body of research in the field at different levels, from theoretical to empirical (see for example Dalton-puffer 2007; Nikula et al. 2013). The main theoretical frameworks that CLIL has drawn on include Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), discourse analysis and sociolinguistics (Llinares and Morton 2017). To categorize CLIL studies, the two-dimension grid proposed by Dalton-Puffer and Smit 2007 (see Figure 1) is very useful as it categorizes research into macro-micro and process-product perspectives. Macro-

micro perspectives categorize CLIL research based on how close the researcher gets to the phenomenon under investigation and how fine-grained his view is. The process-product dimension differentiate studies which investigate the ongoing process from those examining the outcomes of CLIL. I just mention here some works for each group. In the most populated quadrant of the grid, macro-process, there has been a very large collection of reports on CLIL implementation in various contexts; for instance, the Eurydice Report (2006) gave a European insight into CLIL organization, measures and barriers with a very rich appraisal; Mehisto et al. (2008) examined CLIL with suggestions of how to integrate content and language and gave examples across different school levels from primary, secondary to vocational; Coyle et al. (2010) provided answers to the following questions: What is CLIL? Why has CLIL been an excellent educational practice? And how can CLIL be implemented at different contexts? In the macro-product quadrant there has been descriptions of CLIL programs. For example, Marsh and Langé (1999) described CLIL practices in seven European countries. The micro-product quadrant covers research in language and content outcomes. To mention some studies, Dalton-Puffer (2007) carried out the analysis on the patterns of language use and language form in a large scale of Austrian secondary schools; Dalton-Puffer et al. (2010) brought together CLIL studies on language use and language learning on a range of different European contexts; Ruiz de Zarobe and Jiménez Catalán (2009) brought together analyses of theoretical and implementation issues of CLIL and empirical studies on CLIL effectiveness, particularly learners' improvement in syntax, vocabulary and pronunciation; Llinares and Whittaker (2007 and 2009) investigated students' gains in writing and speaking skills in relation to subject disciplines. Finally, the last quadrant, micro-process, focuses on classroom interaction, and this is the most recently investigated and also the least densely populated (Dalton-Puffer and Smit 2007). To mention some important studies in this group, Dalton-Puffer and Nikula (2006) focused on analyzing pragmatics aspect at Finish and Austrian classrooms; Llinares et al. (2012) explored how language functions in CLIL using a corpus data of classroom interaction; Nikula et al. (2013) unraveled the three complexities involved in CLIL at discourse level, namely: language learning, language use and knowledge construction; Evnitskaya and Morton (2011) examined knowledge construction, meaning-making and interaction in CLIL science classrooms in Spain.

So far, most of CLIL research in Europe has been focusing on secondary schools because this is the level where most of the CLIL programs have been extensively implemented (Lasagabaster and Sierra 2010). For examples, the following studies were all conducted at the

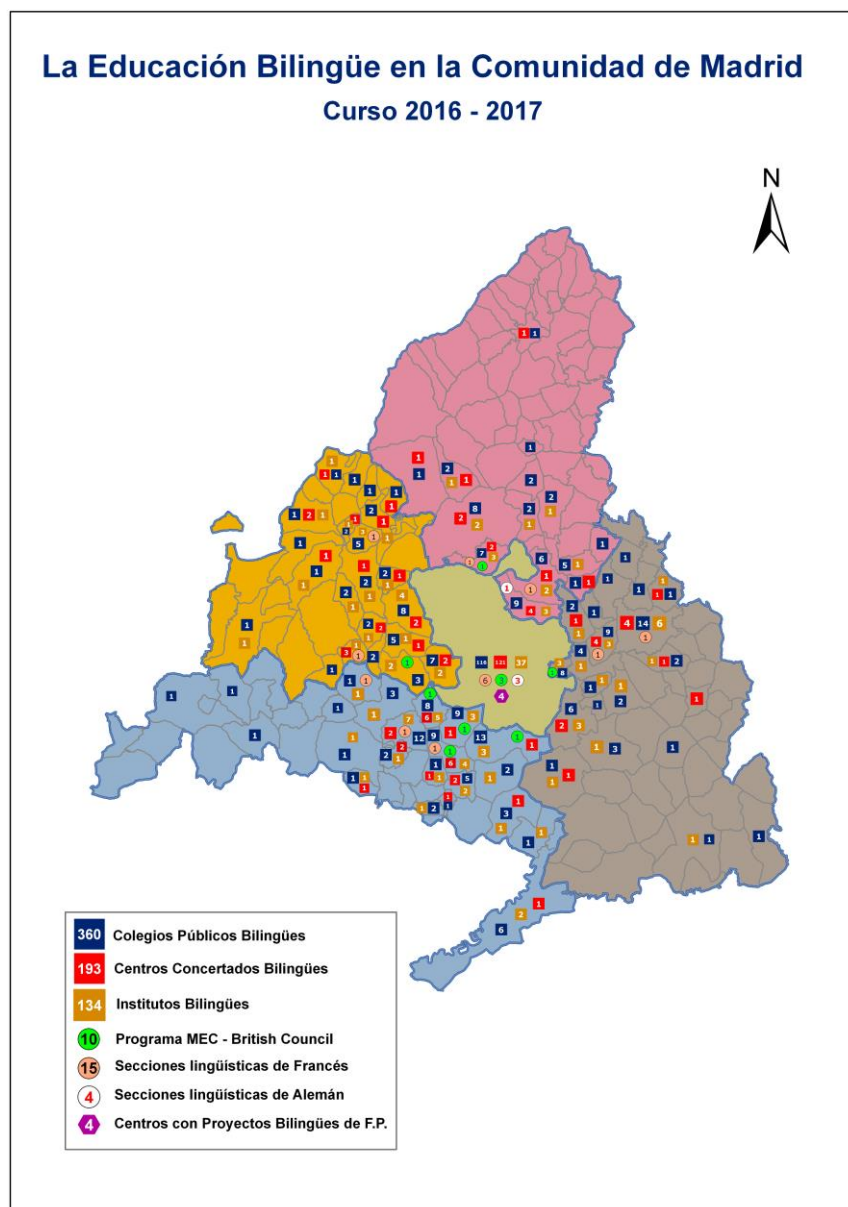
secondary school context: Dalton-puffer (2007) in Austria, Nikula (2007) in Finland, Llinares and Whittaker (2009) in Spain, Gassner and Maillat (2006) in Switzerland, Mariotti (2006) in Italy and Sylvén (2006) in Sweden. However, CLIL research at primary schools have been receiving insufficient attention except for a few recent studies (e.g. Egger and Lechner 2012; García Mayo 2017), which show the growing importance of bilingual education for young learners in European countries. That is why the present study focuses particularly on this level.



**Figure 1.** Research perspectives on CLIL

### 2.1.2 Bilingual education/ CLIL in Spain

Spain is one of the most active countries in implementing the CLIL approach. Research on CLIL has also been carried out extensively throughout the country: in Madrid (e.g. Llinares and Whittaker 2006, 2009 and 2010), in Catalonia (e.g. Urmeneta 2008; Urmeneta and Evnitskaya 2013; Pladevall-Ballester 2017); in the Basque Country (e.g. Ruiz de Zarobe 2008; Gallardo del Puerto et al. 2009); in Andalucía (Lorenzo et al. 2010); and in La Rioja (e.g. Jiménez Catalán et al. 2006). Different aspects of CLIL have been examined in those studies, including the comparison between CLIL and EFL contexts, students' performance in the L2 and the L1, CLIL methodology and implementation, and language use and classroom interaction.



**Figure 2.** Bilingual education in the Community of Madrid, 2016/2017

In Madrid, there are two CLIL projects taking place at the primary level: The British Council and Spanish Ministry of Education Bilingual Project (BEP) and the Community of Madrid project (Llinares and Dafouz 2010). BEP started in 1996 with 10 primary and 10 secondary schools in Madrid; this project, combining Spanish and British curricula, soon started to die out in 2004 due to the new bilingual program of the Community of Madrid. This program started with the implementation of the Spanish curriculum taught in English at 26 bilingual nursery and primary schools. Up to school year 2016/2017, the numbers are 360 public bilingual primary schools and 134 public bilingual secondary schools (see Figure 2) according to the information published on the education website of the Community of Madrid (Retrieved from <https://comunidadbilingue.educa2.madrid.org/> 12<sup>th</sup> December 2017).

According to Nikula et al. (2013), there has been a steady growth of CLIL implementation at primary level in Europe, but research at this level is still very scarce. Among few existing studies, Buchholz (2007) analyzed children's participation in classroom interaction in Austrian primary schools; Massler (2012) conducted a study on perceptions of children, parents and teachers on CLIL at primary schools in Germany; Serra (2007) investigated integrative bilingual learning based on CLIL in three Swiss primary schools. This is also the case of Spain, where CLIL research at the primary school level is growing but is still insufficient. One exception is the recent publication edited by García Mayo (2017), which includes several chapters on CLIL at the primary school level in different parts of Spain, such as the Basque Country (Azkarai and Imaz Aguirre 2017) and Catalonia (Pladevall-Ballester and Vraciu 2017). In Madrid Spain, it is necessary to mention the comparative study by Llinares and Lyster (2014) on the influence of contexts on patterns of corrective feedback and learner uptake at primary CLIL Spain compared to French Immersion in Canada and Japanese Immersion in the US. Basse (2016) studied teachers' motivational L2 strategies and students' motivation and metacognitive abilities using a corpus data of primary CLIL classrooms in Madrid. Most recently, Pascual (2017) has investigated assessment for learning and its co-construction in classroom discourse, and Pastrana (2017) has examined CLIL group work activities; these three studies were carried out at primary CLIL schools in Madrid. In this line of research, the present study compares primary CLIL Spain to primary CLIL Vietnam in terms of the teachers' interactional CF use in order to obtain more practical implications for teachers at this level in each of the contexts. All the three Madrid public bilingual schools participating in this study belong to the bilingual project of the Community of Madrid with specific features presented in the methodology section.

## **2.2 Bilingual education/ CLIL in Vietnam**

Before 1998, formal English teaching and learning in the national education system in Vietnam was little emphasized, and English was a compulsory foreign language subject from lower-secondary school onwards. From 1998 to 2010, English was an optional subject in primary education; and from 2010 until present, English is a compulsory subject from the 3<sup>rd</sup> grade onwards. Recently, important educational policies by the Ministry of Education and Training (MOET) have made a huge change in the whole national education system (MOET 2008 and 2010). The National Foreign Language 2008-2020 Project was designated "to renovate thoroughly the tasks of teaching and learning foreign languages within the national education system, to implement a new program on teaching and learning foreign

languages at all school levels and training degrees” (MOET 2008: 1). The most important and relevant points in the project include: (1) To implement a 10-year compulsory English foreign language program from grade 3 to grade 12; (2) To promote English bilingual programs at all school levels; (3) To promote advanced programs at tertiary level, which transplant US, UK, Australian and New Zealand curricula with all subject instruction in English; and (4) To identify the six levels of the Common European Framework of Reference by the Association of foreign language testing in Europe to be the standards for foreign language competency.

Accordingly, a number of bilingual programs with English as a target foreign language have been piloted throughout the school system as an innovative teaching approach following the aforementioned project. CLIL has been piloted and partly implemented alongside the mainstream of English foreign language (EFL) programs, especially at high schools in five major cities of Vietnam. In 2010, MOET narrowed down the scope of the national foreign language project to focus on developing the gifted high school system in the period from 2010 to 2020 because they believe that these gifted schools would become very good models for the whole system. Gifted schools in the Vietnam context refer to the schools which select top students with high performance results in academic fields such as languages and mathematics. Therefore, since school year 2011/2012, Mathematics and Sciences have been taught totally in English at gifted high schools assigned to pilot the CLIL/ Bilingual program; and remaining schools in the gifted high school system are required to implement this program by 2015. Those educational policies have brought about a number of challenges and worries for stakeholders as well as serious concerns among educators, researchers and the public regarding insufficient qualified CLIL teachers, no standardized curricula, and lack of teaching materials and students’ weak English skills (Nguyen 2009; To 2010; Legal News 2011; VietnamNet Bridge 2012; Thuy Nhan 2013; Vu 2012 and 2017; Vu and Burns 2014). Key stakeholders are still at their very beginning stage of introducing and implementing CLIL/ bilingual programs, especially forcefully-required at upper secondary level for gifted schools. Consequently, the prime minister of education has admitted that this ambitious project has failed in 2017 for a number of reasons, such as: unclear pathway for CLIL implementation, no standardized curricula, unsuitable teaching materials, students with low levels of English and, particularly, the shortage of qualified CLIL teachers who can be confident and successful in teaching CLIL subjects.

However, because of an increasing need in English competence in Vietnam, there have been more and more private, national and international education institutions offering Vietnamese/English bilingual programs from pre-school to tertiary level. Most of those schools

locate in the two biggest cities of the country, Hanoi capital and Ho Chi Minh City. Regarding research in Vietnamese/English bilingual programs or CLIL in Vietnam, this has been very sparse, especially at the primary level except for very few descriptive studies such as the study by Nguyen (2007), which gave an account of a pilot intensive English program following Cambridge International Program for teaching Mathematics and Sciences through English from the first grade with 8 periods (35 minutes/period) per week, that is, the first pilot English bilingual program in Ho Chi Minh City from 1998 to 2007. This program started in 1998 with 70 students in one district (District 1), and the number of students grew to over 23000 students in 113 schools spreading over all 24 districts of Ho Chi Minh City. Those students were just half of the applicants for enrolling in the program due to the lack of qualified teachers and appropriate facilities. In the second semester of the academic year 2010/2011, nine primary schools in Ho Chi Minh City began implementing the pilot intensive English program for the third graders (Sai Gon Online 2010). Another study by Hoa Thi Mai Nguyen 2011 compared the implementation of a primary English program at two different schools in Hanoi with the private school providing better outcomes than the public one. More recently, Lan Chi Nguyen et al. investigated primary students' lived experiences and suggested relevant social and policy implementations (Lan Chi Nguyen et al. 2016). There are two primary schools participating in the present study; they are all private schools in Hanoi. Their main features will be mentioned in the methodology section.

## **CHAPTER 3: THEORETICAL FRAMEWORKS**

The two main frameworks which form the conceptual and theoretical underpinnings of this study are Corrective Feedback (CF) and Classroom Interactional Competence (CIC). The CF model (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted for the analysis of the teachers' CF on both language form and content in the present study. This is different from the previous studies on CF using the same model in that CF was previously examined only with respect to language form and in the absence of the other half – CF on content. The present study fills this gap by adapting the CF framework to quantify and compare the percentage distribution of CF types and their following uptake levels in both primary CLIL contexts – Spain and Vietnam. Then, the teachers' CF use was further examined in connection with their effectiveness in classroom interaction by employing the model of CIC. The analysis of this second part of the study is mainly based on the CIC model by Walsh 2011 and 2013, with the purpose of developing core criteria for the investigation of the relationships between the teachers' CF use and their CIC. My contribution to the theory of CIC is that from the evidence gathered in the analysis I propose to highlight interactional CF as an important factor influencing the teachers' effectiveness in classroom interaction with their students. For this reason, CF is placed at the very heart of the CIC model, and it overlaps with other interactional elements, which altogether contribute to the final success of teacher-student interaction. Basically, the combination of CF and CIC models is combining a more cognitive approach to a more social one in order to achieve the purpose of this study.

### **3.1 Corrective Feedback (CF)**

#### **3.1.1 The model of CF**

The model of CF is built on the basis of interactional feedback which lies in an error treatment sequence starting with the learners' error, the teacher's feedback and then the learners' responses. CF is defined as “responses to learner utterances containing an error” (Ellis 2006: 28). Based on the works of Lyster and Ranta 1997 and Lyster and Mori 2006, CF is classified into three main types – explicit correction, recasts, and prompts. In explicit correction, “the teacher supplies the correct form and clearly indicates that what the student said was incorrect” (Lyster and Mori 2006: 271). Secondly, a recast is identified as “the teacher's reformulation of all or part of a student's utterance, minus the error” (Lyster and Ranta 1997:



46). The third type, prompts, include four sub-types – elicitation, meta-linguistic clues, clarification requests and repetition – to give students clues to self-correct their errors (Lyster and Ranta 1997: 47-48; Lyster and Mori 2006: 271). Each sub-type of prompt has its own typical features as follows:

- *Elicitation*: In the case of elicitation, teachers directly elicit a correct reformulation from students by asking questions like “How do you say that in English?”, by pausing to allow students to fill in an incomplete utterance “It’s ...”, or by asking students to reformulate the initial error “Say that again”.
- *Meta-linguistic clue*: Meta-linguistic clue is provided by the teacher as a comment like “We don’t say like that in English”, “No, not X” or just “No” or question related to the correct form so that the student can retrieve it “Can you find your error?”
- *Clarification request*: Clarification request is when teachers signal an error by saying: “Pardon me?”, “Sorry?” or “I don’t understand” to tell students that their utterance is ill-formed in some way and a reformulation is needed.
- *Repetition*: In repetition, the teacher repeats the students’ error and in most cases adjusts intonation to highlight that error like “Goed?”

Students’ responses to teachers’ CF can be done through learner uptake or no-uptake. Uptake is defined as “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Lyster and Ranta 1997: 49). There are two types of uptake: uptake that results in correct reformulation of the initial error is called “repair”, and uptake that results in an utterance still needing further correction is grouped as “needs-repair”. Firstly, repair is the correct reformulation of an error; it can be either a repetition or self-repair depending on a certain type of CF. Recasts and explicit correction can lead only to repetition or incorporation of correct forms by students, whereas prompts can entail either self-repair or peer-repair (Lyster and Ranta 1997: 50):

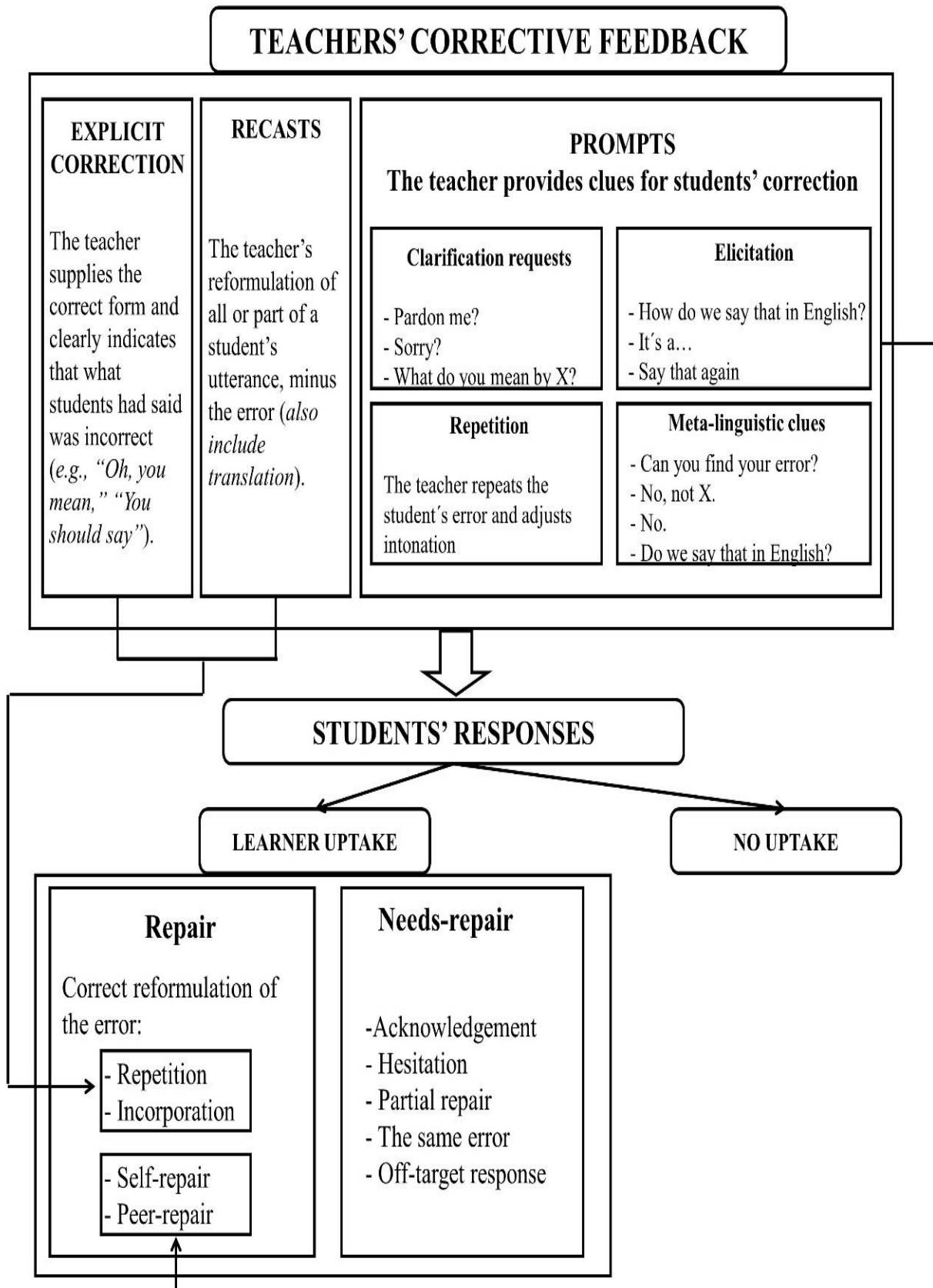
- *Repetition*: A repetition utterance occurs when a student repeats a correct form provided by the teacher.
- *Incorporation*: This refers to a student’s response to the teacher’s feedback with a repetition of the correct form provided by the teacher. However, it is not just a copy of the teacher’s utterance but, rather, it incorporates a longer utterance produced by the student.

- *Self-repair*: A self-repair utterance refers to a student's self-correction of his or her own initial error without an already correct form provided by the teacher.
- *Peer-repair*: This is correct reformulation made by a student, other than the one who made the initial error.

Secondly, needs-repair utterances include six sub-types: acknowledgement, hesitation, partial repair, same error, different error and off-target response (Lyster and Ranta 1997: 50-51). Their features are clearly distinguished as follows:

- *Acknowledgement*: An acknowledgement utterance refers to a simple "yes" or "no" in the part of the student. It is indeed to say: what the teacher has said was exactly what the student really meant to say, but of course the teacher did that much better.
- *Hesitation*: This utterance refers to a student's hesitated response to the teacher's feedback. It is often indicated by utterances such as: uhm, ah, eh etc.
- *Partial repair*: A partial repair refers to a student's utterance that includes one corrected part of the initial error.
- *Same error*: A same-error response refers to a student's uptake that repeats the initial error.
- *Different error*: This utterance refers to a student's error which is different from the initial one.
- *Off-target response*: This type refers to a student's response to the teacher's feedback turn, but it is irrelevant to the teacher's focus at that point of time.

Figure 3 briefly summarizes the different kinds of CF and their following uptake types:



**Figure 3.** Types of CF and learner uptake

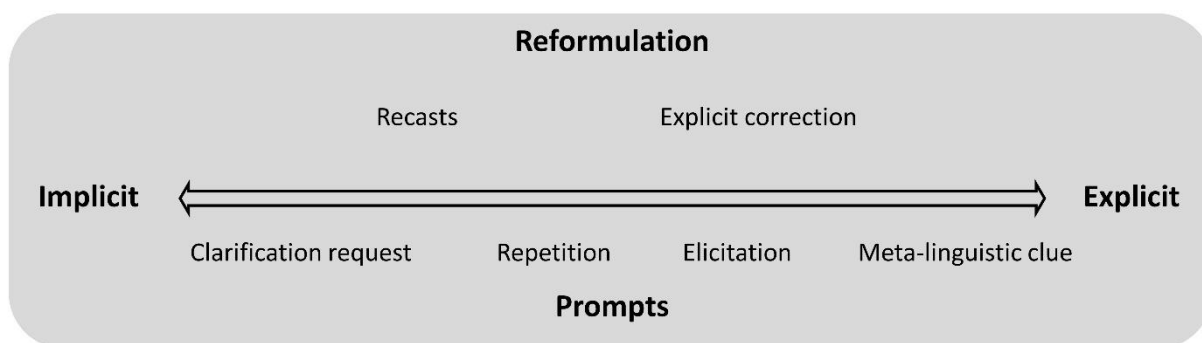
### 3.1.2 Research in CF

Research in oral CF has developed into a quite extensive body for almost 30 years, mostly in relation to description of different CF types, their frequency and effectiveness. I firstly summarize research on different types of CF based on their features.

#### Features of CF types

CF can be firstly classified into two broad groups: reformulation and prompts (Lyster and Saito 2010; Sheen and Ellis 2011). Reformulation includes explicit correction and recasts “because both these moves supply learners with target reformulations of their non-target output” (Ranta and Lyster 2007: 152). Prompts consist of “a variety of signals, other than alternative reformulations, that push learners to self-repair” (Ranta and Lyster 2007: 152). This is a very basic description to contrast functions of CF types. On the one side, explicit correction and recasts serve as tools to supply students with a correct form immediately after their erroneous utterance; on the other side, various signals of prompts including clarification request, repetition, elicitation, and meta-linguistic clue function as cues to prompt students to draw again on their existing resources and help them correct their own errors.

The figure below, which is adapted from Lyster and Saito 2010; Sheen and Ellis 2011, simplifies the classification of CF types based on different levels of implicitness and explicitness:



**Figure 4.** Differences between CF types

Different CF types are placed on the continuum with two ends – implicit and explicit. Reformulation consists of two smaller types – recasts and explicit correction – with recasts standing more closely towards the implicit end and explicit correction nearer the explicit end. The second broad category – prompts – includes a range of different subtypes, that is, clarification request, repetition, elicitation and meta-linguistic clue; all are placed in the order from more implicit to more explicit. Clarification request stands more closely to the implicit

end than repetition while meta-linguistic clue is nearer the explicit end than elicitation (Lyster 2002; Ellis 2006; Loewen and Nabei 2007). Importantly, prompts include four different subtypes, but they all share the common feature that they withhold correct forms and instead provide students with clues to prompt them to draw again on their existing knowledge and self-correct their mistakes (Lyster and Ranta 1997). This feature distinguishes prompts from explicit correction and recasts. A second research area which focuses on the frequency of oral CF will be briefly summarized in the following part.

### **Frequency of oral CF**

Regarding the frequency of CF types, research has shown that recasts are the most frequently used, followed by prompts, then lastly far behind by explicit correction (Sheen and Ellis 2011; Lyster et al. 2013). The evidence for this can be found in a number of studies carried out in various contexts at different levels. The table below summarizes the information on percentage distribution of three CF types – explicit correction, recasts and prompts – in 14 selected studies, which are put in the order of decreasing proportion of recasts:

**Table 1.** Descriptive studies of oral CF in the order of decreasing proportion of recasts

Instructional contexts	Level	Number of teachers	Total hours	Total CF moves	Proportion of CF types		
					Recasts	Prompts	Explicit correction
Adult EFL in Korea (Sheen 2004)	Adults	2	12	186	83%	6%	11%
Adults ESL in Quebec (Panova and Lyster 2002)	Adults	1	10	412	77%	21%	2%
Adult ESL in New Zealand (Ellis et al. 2001)	Adults	2	12	189	68%	19%	13%
Japanese immersion in USA (Lyster and Mori 2006)	Elementary	2	15	259	65%	26%	9%
English CLIL in Spain (Llinares and Lyster 2014)	Elementary	2	10	298	57%	29%	14%
French immersion in Quebec (Lyster and Ranta 1997)	Elementary	4	18	686	55%	38%	7%
English immersion in Korea (Lee 2007)	Elementary	2	10	133	53%	39%	8%
High school EFL in Hong Kong (Tsang 2004)	High school	13	16	174	48%	38%	14%
High school ESL in Quebec (Jean and Simard 2011)	High school	4	8	235	41%	41%	18%
EFL Classes in Iran (Esmaeili and Behnam 2014)	Adults	3	6.7	277	39%	52%	9%
High school EFL in China (Yang 2009)	High school	3	6	36	31%	61%	8%
German FL - Belgian Dutch-speaking high schools (Lochtman 2002)	High school	3	10	394	30%	56%	14%
High school French L2 in Quebec (Jean and Simard 2011)	High school	4	12	73	25%	29%	46%
English & Spanish immersion in Senegal (Vicente-Rasoamalala 2009)	Elementary	3	70	1186	12%	77%	11%

Having searched around for studies on frequency of CF types, I have found a very relevant table of 12 descriptive studies on classroom CF in Lyster et al. (2013: 6) and I added 2 more studies (numbers 5 and 11). All these 14 studies used the model of CF (Lyster and Ranta 1997; Lyster and Mori 2006) as the analytical framework to identify form-focused CF in various L2 teaching contexts around the world across different educational levels (from elementary to

university) and along the timeline of nearly 20 years (from 1997 up to 2014). The programs that were investigated in those studies include EFL, ESL, Immersion, and CLIL with different L2s (English, Japanese, French and German). The number of teachers varied from 1 to 13 teachers participating in teacher-student interaction of 6-70 hours with 36-1186 CF moves.

Eight out of the 14 studies showed the same pattern of CF frequency with recasts being the most common type of CF, leaving prompts far behind and lastly explicit correction. For example, in the descriptive study conducted by Lyster and Ranta 1997, they investigated four French immersion classrooms at the primary level in Quebec, Canada, using 18.3 hours of classroom interaction, and they found that recasts accounted for 55% of the total CF moves, secondly prompts with 38% then lastly only 7% for explicit correction. In another context of Japanese immersion classrooms in the US, the same pattern was found from the analysis of 14.8 hours of teacher-student interaction with the majority of CF moves being recasts, followed by prompts and only a small proportion of explicit correction (65%, 26% and 9% respectively) (Lyster and Mori 2006). More recently, the comparative study by Llinares and Lyster (2014) showed the same result in the frequency of CF types in CLIL classrooms in Spain with 57% of recasts, 29% of prompts and 14% of explicit correction. Meanwhile, 4/14 studies in the table above proved a different CF pattern in which prompts were dominant, recasts came secondly, and lastly explicit correction. That happened in the cases of German Foreign Language - Belgian Dutch - speaking high schools (Lochtman 2002), English and Spanish immersion in Senegal (Vicente-Rasoamalala 2009), High school EFL in China (Yang 2009), and EFL classes in Iran (Esmaeili and Behnam 2014). However, some other patterns of CF were also found in several teaching contexts such as in high school level ESL in Quebec, Canada, where there was an equal frequency of 41% for both recasts and prompts, leaving the rest of 18% for explicit correction; in contrast, in high school French L2, the dominant CF moves were explicit correction with 46%, then 29% of prompts and 25% of recasts (Jean and Simard 2011). Those studies then showed that explicit correction was the least common type of CF, with a very low percentage distribution (only between 2% to 14% at most). An exception was study number 13 (Jean and Simard 2011), which showed the reverse pattern with explicit correction as the most frequent (46%), followed by prompts and recasts (with 29% and 25%, respectively). In sum, even though recasts were more frequent than prompts and explicit correction was the least common in the listed studies, this was not always the case across the contexts. That is why it is important to carry out research that compares contexts and identifies use of CF across different geographical and educational cultures in order to suggest clearer pedagogical applications

suitable to each setting (Cenoz et al. 2014; Dalton-puffer et al. 2014). The next section summarizes the research on the effectiveness of CF.

### **Effectiveness of CF**

The effectiveness of CF has also gained a lot of interest for researchers in the field. A number of experimental studies have proved that oral CF was significantly more effective than no CF (Doughty and Varela 1998; Saito and Lyster 2012a and 2012b). Doughty and Varela (1998) investigated the effects of CF in two content-based ESL classrooms of students from 11 to 14 years old. In one class, a set of experiments with CF was implemented alongside their regular curriculum, and in another class there were the same production tasks but in the absence of CF. The results showed the significant difference between two groups. The first group had a clear short and long-term improvement because evidently from the second of the three sessions under treatment, “students were beginning to self-correct before the teacher had the opportunity to recast” (Doughty and Varela 1998: 135). Saito and Lyster (2012a) examined the effects of recasts on the students’ acquisition of the consonant /r/ of adult Japanese learners of English, and in their subsequent study (Saito and Lyster 2012b) they investigated the effect on students’ acquisition of L2 vowel sounds. Both studies showed the evidence of much larger effects for the treatment groups compared to the groups without CF. In the first case, the learners who received CF recasts demonstrated gains in their pronunciation improvement according to both listener judgments and acoustic measurements at the controlled and simultaneous speech. In the second case, the group receiving recasts and explicit phonetic information demonstrated significant improvement, too. To conclude, based on the classroom studies mentioned above, the effect of CF is undoubtedly positive.

However, research has also proved that the effectiveness of different CF types is different. For example, Ammar and Spada (2006) compared the effectiveness of prompts with recasts by examining young French-speaking ESL learners in their acquisition of possessive determiners. The results showed that both groups receiving CF significantly outperformed the group without CF, and the prompt group showed much better results in oral and written posttests compared to the recast group. Another study by Lyster and Saito (2010) also concluded that the effect of prompts was larger compared to recasts, especially in the CF moves that elicit free-constructed responses. Very recently, the study by Gooch et al. (2016) on the effects of recasts and prompts on L2 development consistently showed the same result. This study tested how recasts and prompts differentially influenced the pronunciation development of English /r/ by 22 Korean learners in meaning-oriented classrooms. They were divided into three groups: form-



focus instruction only (FFI-only), FFI-recasts and FFI-prompts. The effects of prompts were significant in both controlled and simultaneous production of the target sound while recasts had effects on controlled production only. Another finding from video analysis showed that the learners were pushed by prompts to improve intelligibility and by recasts to refine accuracy in the production of /r/. Overall, experimental classroom studies consistently conclude that oral CF is significantly more effective than no CF, and the provision for prompts demonstrates more learners' gains than recasts. However, in some contexts, recasts were more frequent and more effective such as in the study by Llinares and Lyster (2014) on the patterns of CF and learner uptake across CLIL, French immersion (FI) and Japanese immersion (JI) contexts. The results showed that recasts were the most frequent in all of the three settings (57%, 54% and 65%, respectively), and they also resulted in the most repair moves in the CLIL and JI settings with 77% and 68%, respectively. Researchers explained that as prompts have four subtypes (clarification request, repetition, elicitation and meta-linguistic clue), it is their variety that contributes to their superior effectiveness compared to recasts or explicit correction, which are single strategies (Lyster et al. 2013).

In conclusion, some types of CF are more effective than the other. Also, a variety of CF types is apparently more effective than consistent use of only one. Therefore, it may not be so important for researchers and teachers to identify the most single effective CF strategy but, rather, to orchestrate various types for the maximum effectiveness (Lyster et al. 2013). In addition to this, there are many variables influencing CF effectiveness such as teachers' experience, students' levels and instructional settings. These factors have their own theoretical values and practical implications for teachers who forever face the timeless questions of when, what, how and why to effectively correct students' errors.

## **3.2 Classroom interactional competence (CIC)**

### **3.2.1 Combination of cognitive and social approaches to classroom interaction**

The present study uses two main theoretical frameworks for the data analysis. Firstly, the CF model (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted to quantify the distribution of CF types in both form and content and their following learner uptake levels. Then, the CIC model mainly drawing on the works of Walsh (2011 and 2013) was used with adaptation as the analytical model to examine the teachers' effectiveness in their classroom interaction, which was affected by different factors including interactional CF. In order to carry out this two-phase analysis, the present study takes the view of learning as a social process to

build up the theoretical ground. Walsh and Jenks (2010) distinguish two conceptions of learning in SLA – cognitive psychology and sociocultural tradition. From the view of cognitive psychology, learning is seen as a quite individual endeavor which refers to changes in an individual's cognitive state and those changes can be tested or measured with evidence of separated items and language chunks. From the socio-cultural view, learning is seen as a process with evidence of socially-contributed cognition rather than discrete items as products. In this thesis, I combine both approaches: CF as more cognitive because the use of CF can be identified with discrete segments and quantified with exact occurrences; meanwhile CIC as a more social method due to its focus on classroom interaction between teachers and students.

Under the sociocultural theories of learning, (1) Learning is largely seen as a process, (2) Learning is mediated by language and (3) Learning involves interaction with an often more experienced other (Walsh and Jenks 2010). This view of learning emphasizes the central role of interaction in the process of learners' gaining new knowledge and ideas. Students take part in interaction with teachers and other students; they use language as a means to understand and make sense of each other, to express themselves, clarify meanings, repair possible breakdowns, get support from teachers and their peers to rehearse answers and then to reflect on what they have done or to rationalize a new idea. Through this process, learners gain new knowledge. It means learners have to get involved, participate in and contribute to interaction with others so that they can learn new things, particularly true in classroom contexts where teachers perform the role of a supporter, helping and guiding learners. This concept originates from Lev Vygotsky (1978)'s sociocultural theory of learning, which has been applied to language learning contexts by other researchers like Lantolf (2000), Lantolf and Thorne (2006) and Van Lier (2000 and 2004). The following part will summarize the main points of the CIC model, which was adapted to build up the analytical framework to examine the teachers' competence in classroom interaction in connection with their CF use.

### **3.2.2 The model of CIC**

People apparently have different abilities to express themselves in spoken interaction; this depends on various moments of time, situations and on their moods as well. Some are better at conveying their ideas and attracting others while some others even have difficulties in making themselves understood. According to Young, "Interactional competence is a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (Young 2008: 100). Seedhouse and Walsh, then, emphasize two fundamental features of interactional competence: "it is context-specific and it is shaped by the

ways interactants co-construct meaning together” (Seedhouse and Walsh 2010: 140). To put it simply, interactional competence is the ability of a person to interact effectively in conversation with one another. This involves much more than only accuracy and fluency in speaking; it also requires other techniques like paying attention to context features of the conversation, clarifying meanings, repairing breakdowns or making good use of time. When it comes to second language classrooms, interactional competence becomes much more complicated. It is not just accurate articulation or native-like fluency, but it is concerned much more with how successfully teachers and students interact to reach joint understandings. The focus is on the process of interaction to see how effectively teachers and students handle their communication in order to understand each other constantly (Seedhouse and Walsh, 2010). Walsh defines CIC as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh 2011: 132). Interaction is a means that both teachers and students can employ to make the teaching and learning happen and also to create opportunities for learning taking place.

To identify different features of CIC, the following two authors propose several components. Young (2003) shows a list of interactional resources with strategies like turn-taking, topic management and signaling boundaries. Markee (2008) suggests three sets of features: (1) Language as formal system (including grammar, vocabulary, and pronunciation), (2) Semiotic systems (including turn-taking, repair, and sequence organization) and (3) Gaze and paralinguistic features. The present study draws mainly on the works of Walsh (2011 and 2013) to identify three elements of CIC as main criteria for the data analysis: (1) The convergence between pedagogic goals and the use of language, (2) Learning space, and (3) Shaping learners’ contributions. Firstly, “a teacher who demonstrates CIC uses language which is both convergent to the pedagogic goal of the moment and which is appropriate to the learners” (Walsh 2013: 52). To put it simply, a teacher with CIC clearly identifies pedagogic goals for different moments of a lesson and knows what, when, how and why to make certain interactional decisions with appropriate language in order to achieve those teaching aims for their learners’ benefits. This feature highlights an inextricably intertwined connection between teaching goals and the use of language (Walsh 2006; Seedhouse 2004). Secondly, CIC facilitates “space for learning” (Walsh and Li 2013: 1), “where learners are given adequate space to participate in the discourse, to contribute to the class conversation and to receive feedback on their contributions” (Walsh 2013: 54). Teachers can successfully create this space by making good use of various interactional strategies such as: increasing wait-time, reducing teacher echo, promoting extended learner turns, allowing planning time and so on. Thirdly, “CIC entails teachers being able to shape learner contributions by scaffolding, paraphrasing, re-

iterating and so on” (Walsh 2013: 58). Walsh elaborates that the teacher does this *shaping* process through taking a learner’s response and paraphrasing it by using slightly different words or grammatical structures; changing the learner’s utterance by summarising to make it more concise or extending it a bit; providing scaffolding to assist the student to modify the initial utterance and say what he/she really wants to say in an appropriate way; or giving the student a recast by handing the response back to the student with some changes. Here, Walsh mentions recasting by Lyster (1998) comparable to shaping learners’ contribution. He, then, also emphasizes that the process of shaping happens when the teacher uses interactional techniques such as paraphrasing, clarifying, repeating, modelling, or repairing; moreover these strategies often occur in the feedback move. He adds that evidently, “feedback is one of the most important interactional practices a teacher can master since it has the greatest potential to influence learning” (Walsh 2013: 58). However, interactional CF was not included as a separate feature of the teacher’s CIC equivalent to three aforementioned features. Connecting these ideas and based on the evidence from the data analysis, I propose adding interactional CF as the fourth feature of the teacher’s CIC. It is necessary to emphasize here that interactional CF which include explicit correction, recasts and prompts on both form and content overlaps with the three other CIC features and altogether influence the teachers’ effectiveness in classroom interaction. The evidence for this will be provided in detail in the micro-analysis of the thesis.

### **3.2.3 CA and CIC approaches to CLIL research**

According to Llinares and Morton (2017), discourse analysis is one of the four main categories of applied linguistics-based CLIL research which include three others: second language acquisition (SLA), systemic functional linguistics (SFL) and sociolinguistics. As a research method, discourse analysis “provides systematic evidence about social processes through the detailed examination of speech, writing and other signs” (Wortham and Reyes 2015: 1). Research in this field has found that the three-part exchanges: initiation, response and follow-up (IRF) were ubiquitous in classroom discourse (Sinclair and Coulthard 1975) and also in CLIL classrooms (Dalton-Puffer 2007). Multimodal Conversation Analysis (CA) has been used a lot to analyze classroom interaction at the micro level based on these exchanges. In general, CA is different from other forms of discourse analysis in that it focuses on local and contextual ways in which interactants use language and other semiotic resources to establish joint understandings (Evnitskaya and Jakonen 2017). CA is mainly based on the three key assumptions: “(1) interaction is structurally organized; (2) contributions to interaction are contextually and sequentially oriented; and (3) no order of detail can be dismissed” (Heritage 1984: 241-245). These three principles, then, require that the primary classroom data is recorded using the audio or video for the naturally occurring interaction. This data is used to identify

generic orders of interaction (Schegloff 2007), which are mainly done through identifying the organization of turn-taking.

Regarding CLIL research using CA, it is necessary to mention some of the studies which have problematized a separation between language and content in CLIL classroom discourse. For example, the study by Doehler and Ziegler (2007), which was conducted in a case of a biology immersion class, showed that the students' pronunciation and choice of scientific terms were not only embedded in but also helped advance their scientific work; thus, doing language and doing science were inextricably linked together. Similarly, Moore and Dooly (2010) examined a group of students in a tertiary CLIL classroom as they were trying to decide whether "grow" or "reproduce" was more flexible and more scientifically suitable to describe the growth cycle of apples. These two studies direct towards the integration of language and content in CLIL research. Through Multimodal CA method, the CIC of teachers and students in a range of CLIL classroom settings was also problematized in the recent analysis of Urmeneta and Walsh (2017). Their analysis revealed how the interactional, linguistic and semiotic resources were jointly employed to get the teaching and learning done according to different pedagogic goals in different points of time. The three main features of CIC were discussed in some detail as well. Important findings of this study include: "(a) teachers' deployment of multimodal resources ensures comprehension and self-selection; (b) teachers' questions and evaluative feedback may play a major role in guiding the students; (c) the scarcity of teacher elicitations aimed at more elaborated learner responses may limit the development of academic discourse; and (d) group work may become a privileged environment for students to deploy and develop L2 interactional resources" (Urmeneta and Walsh 2017: 183). CIC, therefore, has much to offer teacher education for CLIL in particular (Urmeneta 2013) to address the need of teacher training as it offers the teachers a tool to analyze their own performance in classroom interaction, self-evaluate and identify the areas that need improving. The current investigation combines the CF and CIC approaches to make it a more efficient tool in order to examine the teacher-student interaction in the two primary CLIL contexts, Madrid Spain and Hanoi Vietnam, through the use of CA method, too.

## CHAPTER 4: METHODOLOGY

In this chapter, firstly two main aims of the present study will be highlighted and specific research questions to address each objective will be specified. The second section focuses on the two contexts under the study, primary CLIL in Madrid Spain and primary CLIL in Hanoi, Vietnam. These two contexts are, then, situated in the continua of multilingual education in this section. Next, the chapter provides detailed information on the thesis data including the process of data collection in both contexts, data description, treatment and selection, and datasets. The last section in this chapter will be dedicated to describing the two-phase analysis process of the study – quantitative and qualitative.

### 4.1 Research questions

This study identifies two fundamental aims: (1) Quantifying CF use and its following uptake across primary CLIL Spain and primary CLIL Vietnam; (2) Examining the teacher's CIC features and revealing the relationships between the teacher's CF use and their effectiveness in classroom interaction in both contexts of the study. To address these aims, the answers to the following specific research questions are sought:

1. *What type of corrective feedback (CF on form and CF on content) is used in primary school CLIL in Spain and primary school CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels?*
  - 1.1. *What are differences and similarities across the two contexts?*
2. *How are different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam?*
  - 2.1. *How are different types of form CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of form CF in each context?*
  - 2.2. *How are different types of content CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of content CF in each context?*
  - 2.3. *What are the differences and similarities across the two contexts?*
3. *What is the extent of learner uptake associated with different types of CF in primary CLIL Spain and primary CLIL Vietnam?*

- 3.1. *What is the extent of no uptake and uptake (including repair and needs-repair) after different types of CF in both settings?*
- 3.2. *What type of CF results in the highest number of uptake and repair moves in both settings?*
- 3.3. *What are the differences and similarities across the two contexts?*
4. *How does the effectiveness of the teachers' CF use relate to the teachers' classroom interactional competence (CIC) in primary CLIL Spain and primary CLIL Vietnam?*
  - 4.1. *What are features of the teachers' CIC across the contexts?*
  - 4.2. *How does the teachers' CIC relate to their use of CF across the contexts?*
  - 4.3. *What are the differences and similarities across the two contexts?*

The first three research questions correspond to the first aim of the study, and the fourth question covers the second objective. Taking into account specificities of the two English instructional settings, each context will find their own niche in the current investigation. It is expected that through the analysis and comparison of the teacher's CF use and its role in teacher-student classroom interaction, specific and practical implications will be drawn for participating teachers in both contexts, especially for novice CLIL teachers in Vietnam.

## **4.2 The two CLIL contexts under study**

### **4.2.1 The Madrid and Hanoi contexts in comparison**

The current study compares two primary CLIL contexts, Madrid Spain and Hanoi Vietnam using teacher-student interaction data from three public schools in Madrid and two private ones in Hanoi. The public education system in Vietnam has still not implemented Vietnamese/English bilingual programs, yet there has been a growing number of private educational institutions and schools running this program or part of it alongside the national education one. Therefore, CLIL in Vietnam is at its early stage of piloting and, thus, its availability in the private education system offered the only comparable context to CLIL Madrid. While the Spanish/English bilingual or CLIL program was officially implemented in two participating schools in Madrid in academic year 2005/2006 and one school in 2008/2009, one participating school in Hanoi started incorporating part of CLIL teaching in 2008/2009 and another school much later in 2012/2013. The two existing curricula are different in that English is used as a medium of instruction for at least 1/3 to half of the curriculum in the Madrid schools with subjects like English language, Social Sciences, Natural Sciences, Arts and Crafts, Music

or Physical Education whereas English accounts for only around 22% of the curriculum in the Hanoi schools mainly with English as a subject and a small part of two other subjects – Mathematics and Sciences. Therefore, Sciences was the only subject shared in the two contexts. There were three Spanish-native teachers and four Vietnamese-native ones getting involved in this study. The total database of 26 hours 39 minutes 31seconds consists of four complete units in Madrid (23 lessons, 21hours 11minutes 08 seconds) and other four complete units in Hanoi (9 lessons, 5 hours 28 minutes 23 seconds). The following table summarizes the information on the contexts and participants of the study:

**Table 2.** Contexts and participants of the study

	<b>CLIL Spain</b>	<b>CLIL Vietnam</b>
<b>Location</b>	Madrid, Spain	Hanoi, Vietnam
<b>School type</b>	Public	Private (public not yet implemented)
<b>Program type</b>	Bilingual/CLIL	EFL incorporated part of sampling CLIL
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- At least 33% to 50% in English (Spanish curriculum taught in English)</li> <li>- The following subjects are taught in English: Social Sciences, Natural Sciences, Arts and Crafts and Music or Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Around 20% in English (Vietnamese curriculum and teacher-prepared materials for CLIL)</li> <li>- A small part of Mathematics and Sciences is taught in English.</li> </ul>
<b>Year of CLIL implementation</b>	School 1: 2008/2009 School 2: 2005/2006 School 3: 2008/2009	School 4: 2005/2006 School 5: 2012/2013
<b>Number of schools</b>	3	2
<b>Number of classes</b>	3	4
<b>Number of teachers</b>	3 Spanish native speakers	4 Vietnamese native speakers
<b>Database</b>	3 complete units (23 lessons, 21hours 11minutes 08 seconds) + teachers' recall commentary	4 complete units (9 lessons, 5 hours 28 minutes 23 seconds) + teachers' recall commentary

Regarding the participating teachers in the study, those in Madrid had more years of experience in teaching English as a subject and also of teaching CLIL subjects using English as a medium of instruction compared to their counterparts in Hanoi. As clearly seen in the table



below, teacher 2 had the most years of teaching experience of all the teachers with 18 years as a teacher of English, 10 years as a CLIL teacher. She was also a coordinator of English program at school and a vice-dean of the school. Teacher 1 had the second most years of teaching experience with 15 years as a teacher of English, 9 years as a CLIL teacher and 2 years as a Spanish/English bilingual teacher in the US teaching at both primary and secondary school. She was also a coordinator of English program for grades 4-5-6 at her school. Teacher 3 had the least teaching experience in the Madrid context with 7 years as a teacher of English and 5 years as a CLIL teacher. In Hanoi, all four teachers had from only 5 to 8 years as a teacher of English and 2 to 3 years as CLIL teacher. Additionally, the Madrid teachers had higher relevant degrees, qualifications, CLIL training courses with a lot more exposure to English. Teacher 2 in the Madrid context had the most relevant qualifications including two master degrees and an English teaching degree; teacher 1 had a qualification in English pedagogy and a teaching degree for kindergarten; and teacher 3 had a qualification in English teaching and a degree in EFL. All these three teachers had frequent contact with English both at their work and in personal life with the first teacher having 4 years living in the US with 2 years teaching experience there and the second teacher learning English for some years in the US, too. However, in the Hanoi context all four participating teachers were exactly the same regarding their English teaching qualifications and English exposure. They all had a bachelor in English teaching and only use English in English classes and to talk to native teachers. It is noticeable that all the participating teachers in both contexts regardless of their teaching experience, qualifications and English exposure, they all had no CLIL training except for teacher 2 who took some courses in CLIL teaching.

**Table 3.** Participating teachers' background information

Context	Teacher	Background information		
		Teaching experience	Degrees, qualifications and complementary training courses	English exposure
Madrid Spain	1	<ul style="list-style-type: none"> <li>- 15 years as a teacher of English</li> <li>- 9 years as a CLIL teacher</li> <li>- 2 years as a Spanish/English bilingual teacher in the US</li> <li>- teaching at both primary and secondary school</li> <li>- Coordinator of English program for grades 4-5-6</li> </ul>	<ul style="list-style-type: none"> <li>- Qualification in English pedagogy and teaching degree for kindergarten</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- 4 years living in the US with 2 years teaching experience there</li> <li>- Frequent contact with English both at work and in personal life</li> </ul>
	2	<ul style="list-style-type: none"> <li>- 18 years as a teacher of English</li> <li>- 10 years as a CLIL teacher</li> <li>- Coordinator of English program at school</li> <li>- Vice-dean of the school</li> </ul>	<ul style="list-style-type: none"> <li>- English teaching degree</li> <li>- Master degree in Bilingual education</li> <li>- Master degree in school management</li> <li>- Some different courses in CLIL teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Some years learning English in the US</li> <li>- Frequent contact with English both at work and in personal life</li> </ul>
	3	<ul style="list-style-type: none"> <li>- 7 years as a teacher of English</li> <li>- 5 years as a CLIL teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Qualification in English teaching</li> <li>- Degree in EFL</li> <li>- Some extra courses</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- Frequent contact with English both at work and in personal life</li> </ul>
Hanoi Vietnam	4	<ul style="list-style-type: none"> <li>- 8 years as a teacher of English</li> <li>- 2 years as CLIL teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Bachelor degree in English teaching</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- Only use English in English lessons and talk to native teachers at school</li> </ul>
	5	<ul style="list-style-type: none"> <li>- 6 years as a teacher of English</li> <li>- 2 years as a CLIL teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Bachelor degree in English teaching</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- Only use English in English lessons and talk to native teachers at school</li> </ul>
	6	<ul style="list-style-type: none"> <li>- 5 years as a teacher of English</li> <li>- 2 years as a CLIL teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Bachelor degree in English teaching</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- Only use English in English lessons and talk to native teachers at school</li> </ul>
	7	<ul style="list-style-type: none"> <li>- 6 years as a teacher of English</li> <li>- 3 years as a CLIL teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Bachelor degree in English teaching</li> <li>- No CLIL training</li> </ul>	<ul style="list-style-type: none"> <li>- Only use English in English lessons and talk to native teachers at school</li> </ul>

#### 4.2.2 The Madrid Schools

##### School 1

In the first school, there were a total of 479 students enrolled in academic year 2016/2017; there were 154 students in early childhood education, from 3 to 5 years old, and 325 students in primary education, from 6 to 11 years old. In the school year 2007/2008, school 1 participated in the bilingual program as an experimental center. In the next academic year,

2008/2009, the school was officially selected as a bilingual school. Up to the time of data collection for the present study (2015/2016), the school had been running the bilingual program for 7 years. One of the fundamental objectives of the bilingual program for primary level at the school is to develop students' knowledge and proper use of both Spanish and English for speaking and writing through their schooling hours. It is intended that from early age at school, children gradually acquire and use different expressions existing in both languages, and they will have the necessary communicative competence in English in order to behave naturally in everyday situations. One of the desirable outcomes of the bilingual program is that students use English as a communicative tool to learn concepts from other subject areas, that is, CLIL teaching and learning. Students who are in this program receive at least 1/3 of the class time in English in the following subjects: Social Sciences, Natural Sciences, Arts and Crafts and Physical Education. The school also has native speakers as language assistants. Since kindergarten level, the project is supported by a significant number of English hours: 2 English sessions/ week for 3 years old, 4 English sessions/ week for 4 years old and 5 English sessions/ week for 5 years old. To motivate students to explore English cultures, teaching methods focus on relating and raising cross-cultural awareness. Besides, the contents covered in the English curriculum will allow students to obtain equivalent English certificates which are recognized throughout Europe and can foster students' mobility in the future.

## **School 2**

In school 2, there were a total of 380 students in academic year 2015/2016; 150 students belonged to early childhood education and 220 students to primary education. In the first group, the bilingual Spanish/English program has not been implemented yet, but students receive 30 minutes of English through games, stories, and songs every day. In primary education, beside English as language subject, English is used as a medium of instruction for other subjects such as Social and Natural Sciences, Arts and Crafts. The total time dedicated to English accounts for a minimum of 1/3 of the school timetable. To be exact, out of a week that has 22 and a half hours of teaching, there is at least 7 and a half hours of teaching in English, divided into sessions of 1 hour or 45 minutes. In each week, there is 4 and a half hours of English as a subject (one session of English a day), 1 and a half hours of Natural Sciences (2 sessions of 45 minutes each), 1 and a half hours of Social Sciences (2 sessions of 45 minutes each), and 1 and a half hours of Arts and Crafts (2 sessions of 45 minutes each). Additionally, in this school, native language assistants help students and teachers intensively with 16 hours per week, often from October to June. They come from English speaking countries such as UK, New Zealand,

Australia or USA. Students also take external exams, that is, PET or KET by Cambridge (B1 CEFR) in 6<sup>th</sup> grade and Trinity level 4 (A2 CEFR) in 3<sup>rd</sup> grade. The exam in 6<sup>th</sup> grade gives students access to the bilingual section at secondary school.

### **School 3**

School 3 had a total of 590 students divided into 33 classes in academic year 2015/2016, 15 classes at early childhood education and 18 classes at primary education. This school took part in the experimental Spanish/English bilingual program by the Community of Madrid in school year 2007/2008 and officially started implementing it in school year 2008/2009. School 3 identifies one of main objectives for this program as to improve students' knowledge and language skills in both Spanish and English, especially to increase students' communicative competence in English so that they can behave naturally in everyday situations. To achieve this purpose, students have English every day in selected subjects such as English Language, Social and Natural Science, and Arts and Crafts. They also have English-native teachers working as language assistants together with the main teachers in class. Moreover, both teachers and students are offered opportunities for exchange experiences in a British school abroad every year. By completing the English program at school, students are capable of passing international examinations for some English certificates, which are recognized in all Europe. Noticeably, CLIL is identified by the school as an efficient approach to obtaining a greater success in English learning. In order to do CLIL more effectively, school 3 has got some pedagogical guidelines: Teachers who teach in English always speak to children in English; The coordinator and other teachers involved in the bilingual program must have meetings every week; There is no case that the same subject is taught in both Spanish and English.; A bilingual environment is created throughout the school; It is ensured that students have the greatest possibilities of activities in English; There is one program coordinator for each level; The school has a twinned British school with exchange activities for both teachers and students from both schools; There is one English native assistant for each level who helps the teacher in class for 1 hour per week; Teachers are required to complete courses in Spain, given by the British Council (360 hours) and courses in the UK, given by British Institutions and Universities (140 hours). Besides, they also have short stays in twinned schools for exchange experiences.

### **4.2.3 The Hanoi Schools**

#### **School 4**

In school year 2010/2011, school 4 had 3005 students divided into 91 classes; there were 340 teachers and staff. The school started teaching a small part of Mathematics and Natural sciences in English in school year 2008/2009 with English accounting for only 22.5% of the curriculum equivalent to 9 in the total of 40 periods per week. These periods are divided into 1 period of 40 minutes for Mathematics, 2 periods for Sciences and 6 periods for English language. English native teachers teach 1 period of Sciences and 1 of Mathematics per week; and the rest are taught by Vietnamese teachers. At the time of data collection for the present study (2015/2016), there was no textbook for Mathematics and Sciences in English; rather teacher-prepared materials were used. They selected some parts in different English books and materials available online to compile their teaching materials. In academic year 2016/2017, the school selected the following textbooks: *Macmillan Sciences*, *Macmillan Mathematics* and *Kid's Box* for English language. According to the school, all teachers including the English native ones are fully qualified to teach at the school. Additionally, the school also cooperates with other foreign education institutions in the UK, the US, Japan and Singapore; foreign students and teachers are very welcomed to visit or work at the school.

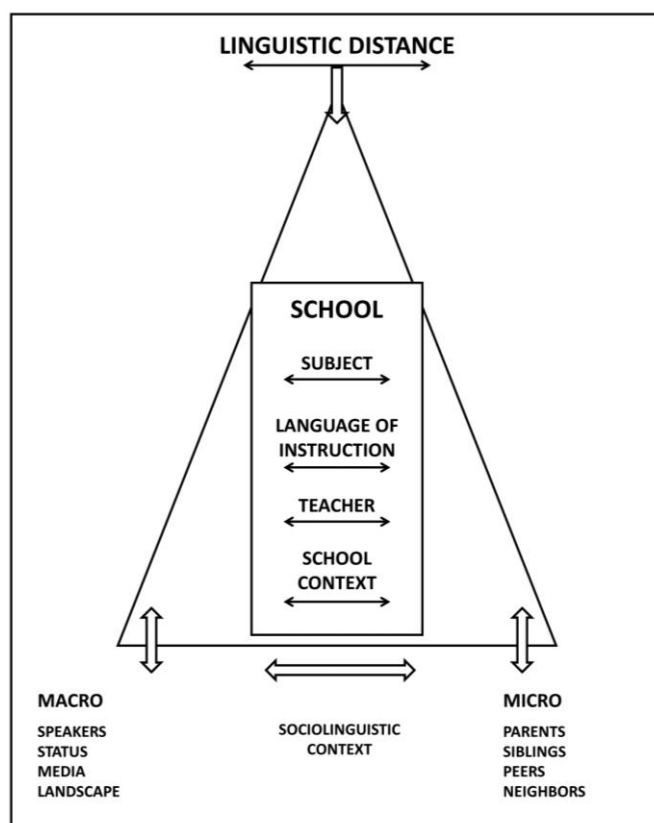
#### **School 5**

School 5 had a total of 707 students in academic year 2017/2018, with 512 students at primary level and 195 students at secondary. The school was established in academic year 2012/2013, and since then this school has been teaching an extra part of Mathematics and Natural Sciences in English alongside the national curriculum. English accounts for only 22% of the class time, equivalent to 10/45 periods per week, which are distributed in 1 period of 35 minutes for Sciences, 1 period for Mathematics and 8 periods for English language. English native teachers teach English language for 2 periods per week. Besides, the Cambridge International Examinations (CIE) certificate is required at the end of each level; and the following textbooks have been recently used: *Macmillan Sciences*, *Macmillan Mathematics* and *Family and Friends* for English language.

### **4.2.4 Situating the two contexts in the continua of multilingual education**

In this section, the two CLIL contexts of the present study are compared and situated by using Cenoz's continua of multilingual education (Figure 5). The continua provide a useful tool to see how sociolinguistic and school factors are combined in different bi/multilingual settings.

The school-based factors are placed at the center. There are a number of elements deciding if the school is more or less bi/multilingual. These include the number of foreign languages taught as subjects, how much those languages are used as a medium of instruction, the time allocated for them, and the starting age of the bi/multilingual program. The teacher continuum refers to the teachers' bi/multilingual competences and their training for teaching the program. Another inner factor is the school context, referring to the use of the foreign or second language outside classroom lessons. It can be children's talks during break hours, informal or formal communications between teachers and staff, or posters and signposts at schools. In terms of linguistic distance, the languages used in the bi/multilingual program can be closer or more distanced from each other regarding their language typology and the amount of contact. Other factors belong to the sociolinguistic context, which can be at the macro or micro level. The macro sociolinguistic variables are the number of target-language speakers, status and presence of those languages in the media and in the general local linguistic contexts. At the micro level, the target language is seen in communication among the children's families, friends and neighbors.



**Figure 5.** The continua of multilingual education (Cenoz 2009)

To compare the participating schools in Madrid with Hanoi, the school-based factors situate the three schools in Madrid towards the more bilingual ends of the continua and the two schools in Hanoi less bilingual. This is shown in a number features; for example in the Madrid schools, English is taught as a subject and also used as a medium of instruction with at least 1/3

to half of the curriculum while English only accounts slightly above 1/5 of the curriculum in the Hanoi schools. To be exact, there is from 7 and a half to 11 and a half hours of English per week in Madrid, where the Natural science class takes from 1 and a half to 2 hours; in contrast, there is approximately a total of only 6 hours per week dedicated to English in Hanoi, in which the Natural science class accounts from just 35 to 40 minutes per week.

All participating teachers in the two contexts are both English and subject teachers at the same time, that is, they are responsible for teaching English as a separate subject and also teaching other subjects through the medium of English, with an exception of school 4 in Hanoi. The teachers in school 4 share half of Science teaching and part of the English subject with another English native teacher, but it is necessary to note here that the present study only focuses on analyzing classroom data of the Vietnamese native teachers teaching Natural science in English compared to the Spanish native teachers teaching the same subject at the same level. Regarding the teachers' experience and qualifications, participating teachers in Madrid have got more years of teaching English as a subject and also using English to teach CLIL subjects with more relevant degrees, qualifications and CLIL training courses as well. This means the Madrid teachers probably have better bilingual competences than the Hanoi ones. Besides, the schools in Madrid are more active in joining exchange programs with other English native schools to promote opportunities for teachers and students to share experiences and enrich cultural knowledge. The Hanoi schools also include these activities though mobility opportunities for teachers and students are still very limited due to the limited budget. The presence of English outside the classroom appears a lot in posters, school signposts, children's works and drawings, which are used to decorate classrooms and schools according to different themes. This feature appears in both contexts. However, there is not much English in the children's talks during break times or in communication among staff working at schools in Hanoi as in Madrid.

In terms of linguistic distance, though Spanish and English belong to different language branches, Germanic and Romance, they share Latin scripts and Latin-based vocabulary. Vietnamese and English share Latin scripts, too. So, the difference between Spanish and English is more or less the same as between Vietnamese and English. With respect to the sociolinguistic context, at both macro and micro levels, in the Madrid context Spanish as a mother tongue is overwhelmingly used for all purposes of daily lives at home, with friends and neighbors, in the street and in the media; Vietnamese is also the dominant language used massively in all corners of daily life and in the media from home to street, school and to working places. Overall, then, the CLIL context in Madrid is more towards the bilingual ends of the continua in the educational variables compared to the Hanoi context; both settings, however, are still far from the bilingual ends of the continua regarding sociolinguistic factors and linguistic distance. The table below summarizes the main features of the five participating schools in the present study:

**Table 4.** Main features of five participating schools in the study

Context	School	Starting year with CLIL	Curriculum	Other features
Madrid Spain	School 1 Public, 479 students	2008/2009	At least 1/3 of the class time is in English in the following subjects: Social Sciences, Natural Sciences, Arts and Crafts and Physical Education.	- Native speakers as language assistants (2 hours per week) - Textbook: Natural sciences primary 4 (Oxford education)
	School 2 Public, 380 students	2005/2006	At least 1/3 of the class time is in English in the following subjects: Social Sciences, Natural Sciences, Arts and Crafts and Physical Education. There is 22.5 hours of class time per week, in which at least 7.5 hours dedicated to bilingual education in English with different sessions as follows: - 4.5 hours of English per week (one session of English a day) - 1.5 hours of Natural Sciences (2 sessions of 45 minutes each) - 1.5 hours of Social Sciences (2 sessions of 45 minutes each) - 1.5 hours of Arts and Crafts (2 sessions of 45 minutes each)	- Native speakers as language assistants (intensively in 16 hours per week from October to June each year) - Students have to pass external exams: PET by Cambridge (B1 CEFR) in 6 <sup>th</sup> grade and TRINITY LEVEL 4 (A2 CEFR) in 3 <sup>rd</sup> grade - Textbook: Natural science primary 4 (Macmillan education)
	School 3 Public, 590 students	2008/2009	There is 22.5 hours of class time per week, in which subjects in English account for 49% of the curriculum with their distributions as follows: - English language (4 hours) - Social Sciences (2 hours) - Natural Sciences (2 hours) - Music + Arts and Crafts (1.5 hours) - Physical Education (1.5 hours)	- Native speakers as language assistants (1 hour per week) - Exchange activities with a twinned British school for both teachers and students - Teachers are required to complete courses in Spain, given by the British Council (360 hours) and courses in the UK, given by British Institutions and Universities for 140 hours.
Hanoi Vietnam	School 4 Private, over 3000 students	2008/2009	English accounts for 22.5% of the curriculum equivalent to 9/40 periods per week, which are distributed to different subjects as follows: - 1 period of 40 minutes for Mathematics - 2 periods for Sciences - 6 periods for English language	- English native teachers teach 1 period of Sciences, 1 period of Mathematics and 2 periods of English language per week (2.6 hours) - Textbooks: Macmillan Science, Macmillan Mathematics and Kid's Box for English language
	School 5 Private, 707 students	2012/2013	English accounts for 22% of the class hours equivalent to 10/45 periods per week, which are distributed to different subjects as follows: - 1 period of 35 minutes for Sciences - 1 period for Mathematics - 8 periods for English language	- English native teachers teach English language for 2 periods per week (1.16 hours) - CIE certificate is required at the end of each level - Textbooks: Macmillan Science, Macmillan Mathematics and Family and friends for English language



## **4.3 Data collection, description and analysis**

### **4.3.1 Data collection process**

The classroom data of the study was collected in two main phases, firstly in Madrid Spain from September to November 2015 and then in Hanoi Vietnam from December 2015 to March 2016. After a difficult process related to the willingness and availability of schools and teachers to participate in the study, finally, in November 2015 I completed the data collection for the thesis in all three schools in Madrid. I contacted school 1 by myself and my supervisor introduced me to school 2 and school 3. Among the obstacles that I had to face in this stage, I would like name some such as the limited time and financial budget, overlapped timetables to collect data at three schools, and geographical distance between those schools. In Hanoi Vietnam, after a number of difficulties, I was finally welcomed in two private schools – school 4 and school 5 – and accomplished collecting the classroom data in March 2016. Beside the classroom data, other complementary elements were also collected while or after the classes; these include detailed notes of the lessons, copies of relevant parts from the textbooks, teaching materials and some students' works.

Apart from the recordings of classroom lessons, transcript-stimulated recall commentaries by the participating teachers were also collected in order to interpret the rationale behind the teachers' use of CF and their CIC. This data was collected between September and November 2016, almost one year after the collection of classroom data. Once the main results of the teachers' CF use were obtained from the quantitative analysis, 17 extracts of the teacher-student interaction were selected so as to represent each teacher's use of CF. There are 3 extracts for each teacher, except for T3 with only extracts; the reason is that the classroom interaction between the teacher and students in this case was based on using enhanced-technology equipment, iPad, so the face to face interaction was limited than other two cases in the Madrid contexts. Then, 12 out of 17 extracts (2 extracts per teacher) were used to stimulate the teachers' recall on their actual interaction in order to self-comment on it. For the reason of the consistency in the data collection in both contexts under the study, all participating teachers were provided with audio recordings and accompany transcriptions. The questions were designed to guide the teachers' comments on their features of CIC such as the teachers' pedagogical goals, specific techniques employed in the classroom interaction to achieve these identified goals and their proposed modification. For ease and convenience, the audio files and transcript-stimulated recall questions were sent to six participating teachers (3 in Madrid and 3 in Vietnam) via email and discussion on phone. Initially, there were four participating teachers in primary CLIL

Hanoi, but one dropped out for this second stage of the data collection, thus, not being included later in the analysis of CIC features. For the rest of other six participating teachers (3 in Madrid and other 3 in Hanoi), I received all their feedback by November 2016 and used it as complementary data for the micro analysis of the thesis (see Appendix 2).

#### **4.3.2 Data description**

– **Primary data:**

- Classroom data: consists of audio/video recordings of 32 CLIL Natural Science lessons, of which 26 recordings were taken by the author as an observer and 4 by another junior researcher. Each lesson in the Madrid context lasts approximately 55 minutes and each lesson in the Hanoi schools is about 35 minutes. There is a total of 26 hours 39 minutes 31seconds of recording from both contexts. Detailed information on all recordings will be included in the section of dataset below.
- Selected extracts: based on the results of the quantitative analysis, 17 extracts were selected to represent the teachers' CF use. Those extracts then served as the main data for the micro analysis to further examine the teacher-student classroom interaction in terms of the teachers' features of CIC and how it relates to their CF use.

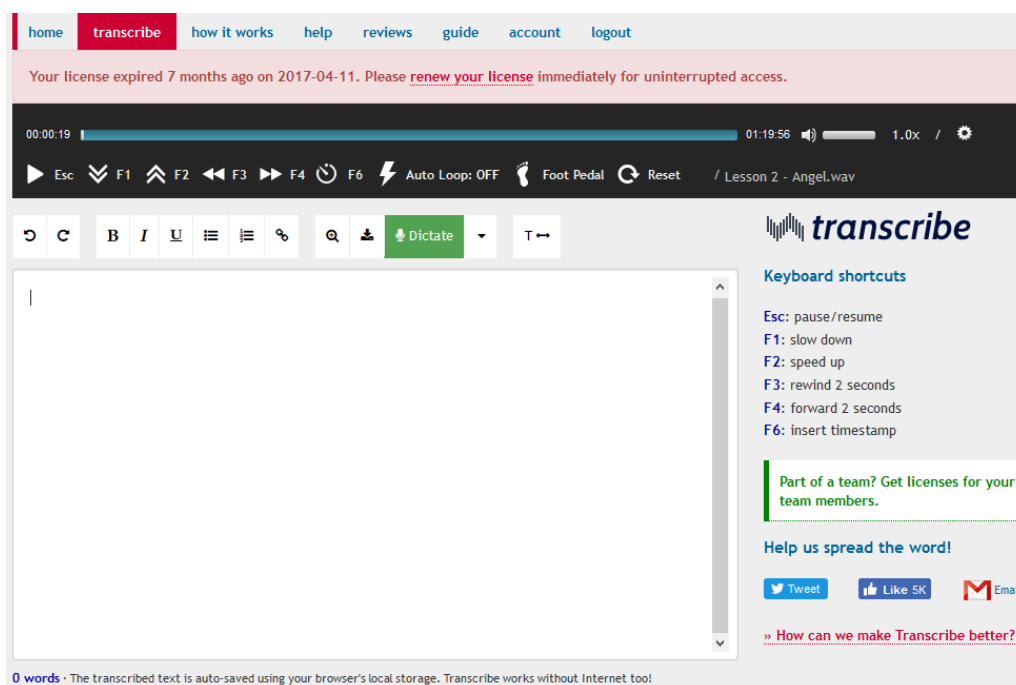
– **Secondary data:**

- Transcript-stimulated recall commentary for the teachers (see Appendix 2): 12/17 selected extracts (2 extracts per teacher) taken from the primary data were used to obtain the teachers' comments on their classroom interaction with students.
- Detailed notes taken during most lessons by the author and some by another junior researcher.
- Copies of relevant units from the textbooks.
- Teacher-made teaching materials.
- Some students' works as reference.

#### **4.3.3 Data treatment and selection**

All audio/video recordings were first transcribed with the focus on identifying CF types and their following learner uptake. Twenty-six lessons were transcribed by me and 6 lessons were done by two other researchers using *Transcribe* program (Figure 6), which allows

researchers to listen to audio files, watch videos and type scripts all at the same time. Once the transcripts were obtained, the two-phase analysis of the study was carried out. At first, the transcripts were incorporated into UAM Corpus Tool (O'Donnell 2013) in plain-text format for the quantitative analysis. At this stage, multiple close reading of all transcripts was done to identify parts of interaction that contain CF. Corpus Tool helps quantify CF types and their following uptake levels. Based on the multiple close reading of all transcripts, multiple watching of corresponding videos and reading related notes, 17 extracts were selected so as to represent the participating teachers' CF use. Then, the transcripts of these extracts were thoroughly revised and improved in much more detail. The present study employs transcription conventions of Conversation Analysis (CA) proposed by Hutchby and Wooffitt (2008); Gumperz and Berenz (1993) and Langford (1994) (see Appendix 1).



**Figure 6.** The user interface of *Transcribe* program used in the study

#### 4.3.4 Datasets

##### The total database

The data was collected in two primary CLIL contexts, 3 schools in Madrid Spain with 3 participating Spanish-native teachers and 2 schools in Hanoi Vietnam with 4 participating Vietnamese-native teachers. Seven complete units of Natural Sciences were recorded (one unit for each teacher) with the total length of 26 hours 39 minutes 31 seconds (21 hours 11 minutes 08 seconds for the Madrid schools and 5 hours 28 minutes 23 seconds for the Hanoi schools). The following table summarizes the information related to the database.

**Table 5.** The total database of the study

Number of	Madrid, Spain	Hanoi, Vietnam	Total
Schools	3	2	5
Teachers	3	4	7
Units	3	4	7
Lessons	23	9	32
Length	21hrs 11min 08seconds	5hrs 28min 23seconds	26hrs 39min 31seconds

The detailed information on the data is divided into four datasets: Dataset 1 – Primary CLIL in Madrid Spain, Dataset 2 – Primary CLIL in Hanoi Vietnam, Dataset 3 – Selected extracts taken from CLIL Madrid, and Dataset 4 – Selected extracts taken from CLIL Hanoi, Vietnam.

##### Dataset 1: Primary CLIL in Madrid, Spain

Dataset 1 includes classroom data collected from three primary schools in the CLIL Madrid, Spain context within November 2015. There are three different topics of Natural Sciences taught by the three teachers. The first topic (Common illnesses) consists of 12 lessons (10 hours 2 minutes 17 seconds equal to 47% of the total dataset 1), the second topic (Looking after yourself) covers 7 lessons (6 hours 42 minutes 57 seconds equal to 32% of the total dataset 1), and the last one (Kingdoms of life) was taught in 4 lessons (4 hours 26 minutes 43 seconds equal to 21% of the total dataset 1). Each lesson in the Madrid schools lasted approximately 55 minutes; there are 23 lessons with a total length of 21 hours 11 minutes 08 seconds. In the first school, video recording was not permitted, so only audio recording was used for all 12 lessons. In the second school, permission to use camera was obtained in the two last lessons, and for the

third school filming the class was allowed from the second lesson onwards. All details are summed up in the following table.

**Table 6.** Dataset 1 – Primary CLIL in Madrid Spain

<b>Madrid, Spain</b> <b>Description</b> School (3) Teachers (3), topics (3), lessons (23) percentage distribution		<b>Identification</b> Lesson, date	<b>Format</b>	<b>Length</b>
<b>School 1</b> <b>Teacher 1</b> Grade 4	Topic: Common Illnesses 12 lessons 10hrs 2min 17seconds = 47%	Lesson 1 – 5 <sup>th</sup> November 2015	Audio	51'12''
		Lesson 2 – 11 <sup>th</sup> November 2015	Audio	54'28''
		Lesson 3 – 12 <sup>th</sup> November 2015	Audio	51'52''
		Lesson 4 – 12 <sup>th</sup> November 2015	Audio	54'50''
		Lesson 5 – 16 <sup>th</sup> November 2015	Audio	40'39''
		Lesson 6 – 18 <sup>th</sup> November 2015	Audio	55'08''
		Lesson 7 – 19 <sup>th</sup> November 2015	Audio	53'08''
		Lesson 8 – 19 <sup>th</sup> November 2015	Audio	54'44''
		Lesson 9 – 23 <sup>rd</sup> November 2015	Audio	40'29''
		Lesson 10 – 25 <sup>th</sup> November 2015	Audio	54'49''
		Lesson 11 – 26 <sup>th</sup> November 2015	Audio	42'13''
		Lesson 12 – 26 <sup>th</sup> November 2015	Audio	48'45''
<b>School 2</b> <b>Teacher 2</b> Grade 4	Topic: Looking after yourself 7 lessons 6hrs 42min 57seconds = 32%	Lesson 1 – 4 <sup>th</sup> November 2015	Audio	57'33''
		Lesson 2 – 10 <sup>th</sup> November 2015	Audio	52'18''
		Lesson 3 – 11 <sup>th</sup> November 2015	Audio	69'04''
		Lesson 4 – 17 <sup>th</sup> November 2015	Audio	57'14''
		Lesson 5 – 18 <sup>th</sup> November 2015	Audio	57'27''
		Lesson 6 – 24 <sup>th</sup> November 2015	Audio + Video	55'01''
<b>School 3</b> <b>Teacher 3</b> Grade 5	Topic: Kingdoms of life 4 lessons 4hrs 26min 43seconds = 21%	Lesson 7 – 25 <sup>th</sup> November 2015	Audio + Video	54'20''
		Lesson 1 – 10 <sup>th</sup> November 2015	Audio	49'18''
		Lesson 2 – 16 <sup>th</sup> November 2015	Audio + Video	79'56''
		Lesson 3 – 23 <sup>rd</sup> November 2015	Audio + Video	54'58''
		Lesson 4 – 27 <sup>th</sup> November 2015	Audio + Video	82'22''
Key: 51'12'' = 51min 12 seconds				
Total length: 21hrs 11min 08seconds				

## Dataset 2: Primary CLIL in Hanoi, Vietnam

Dataset 2 provides information on classroom data collected in two schools in Hanoi Vietnam in two months (January and March 2016). There are 4 teacher participants in this setting (2 teachers in each school) focusing on 4 different topics of Natural Sciences: the first topic “Food groups” was covered in 2 lessons (in total, 1 hour 12 minutes 18 seconds equal to 22% of the total dataset 2); the second topic “The food chain” was also taught in 2 lessons (covering 1 hour 16 minutes 40 seconds equal to 24% of the dataset 2); the third topic “How animals respond to heat and cold” was taught in 3 lessons (covering 1 hour 55 minutes 26 seconds equal to 35% of the total dataset 2); and the last topic “How my body grows” was taught in 2 lessons (in total, 1 hour 3 minutes 59 seconds equal to 19% of the total dataset 2). Each lesson in the Hanoi school lasted about 35 minutes; there are a total number of 9 lessons with a total length of 5 hours 28 minutes 23 seconds. In this context, I could get permission to use the camera in all four classes, so both audio and video recordings were used for all 9 lessons. The information on the primary CLIL in Hanoi Vietnam is summarized in the table below.

**Table 7.** Dataset 2 – Primary CLIL in Hanoi Vietnam

Hanoi, Vietnam		Identification	Format	Length	
Description	School (3) Teachers (3), topics (3), lessons (9) percentage distribution				
School 4 Teacher 4 Grade 5	Topic: Food groups 2 lessons 1hr 12min 18seconds = 22%	Lesson 1 – 20 <sup>th</sup> January 2016	Audio Video	+	36'46''
		Lesson 2 – 20 <sup>th</sup> January 2016	Audio Video	+	35'32''
School 4 Teacher 5 Grade 4	Topic: The food chain 2 lessons 1hr 16min 40seconds = 24%	Lesson 1 – 18 <sup>th</sup> January 2016	Audio Video	+	39'24''
		Lesson 2 – 18 <sup>th</sup> January 2016	Audio Video	+	37'16''
School 5 Teacher 6 Grade 4	Topic: How animals respond to heat and cold 3 lessons 1hr 55min 26seconds = 35%	Lesson 1 – 2 <sup>nd</sup> March 2016	Audio Video	+	35'21''
		Lesson 2 – 9 <sup>th</sup> March 2016	Audio Video	+	37'38''
		Lesson 3 – 16 <sup>th</sup> March 2016	Audio Video	+	42'27''
School 5 Teacher 7 Grade 5	Topic: How my body grows 2 lessons 1hr 3min 59seconds = 19%	Lesson 1 – 9 <sup>th</sup> March 2016	Audio Video	+	32'14''
		Lesson 2 – 9 <sup>th</sup> March 2016	Audio Video	+	31'45''
Key: 36'46'' = 36min 46seconds Total length: 5hrs 28min 23seconds					

### Dataset 3: Selected extracts in the Madrid setting

As mentioned previously, certain extracts from the classroom data were selected on the basis that they would represent the participating teachers' CF use. Dataset 3 consists of 8 extracts taken from Dataset 1 (classroom data of the primary CLIL Madrid Spain). There are 3 extracts for each teacher, except for T3 with only extracts; the reason is that the classroom interaction between the teacher and students in this case was based on using enhanced-technology equipment, iPad, so the face to face interaction was limited than other two cases in the Madrid contexts. The total length for this dataset is 26 minutes and 6 seconds. Details on these extracts will be found in the following table.

**Table 8.** Dataset 3 – Selected extracts in the Madrid setting

Madrid, Spain		Identification		Format	Length
Description		Teacher, lesson, date			
School (3)	Teachers (3), topics (3), extracts (9)				
School 1 Teacher 1 Grade 4	Topic: Common illnesses	Extract 1: T1 – Lesson 6 – 18 <sup>th</sup> November 2015	Audio	02'28''	
		Extract 2: T1 – Lesson 2 – 11 <sup>th</sup> November 2015	Audio	02'35''	
		Extract 3: T1 – Lesson 12 – 26 <sup>th</sup> November 2015	Audio	03'02''	
School 2 Teacher 2 Grade 4	Topic: Looking after yourself	Extract 4: T2 – Lesson 7 – 25 <sup>th</sup> November 2015	Audio Video	+ 02'04''	
		Extract 5: T2 – Lesson 7 – 25 <sup>th</sup> November 2015	Audio Video	+ 03'34''	
		Extract 6: T2 – Lesson 4 – 17 <sup>th</sup> November 2015	Audio	02'36''	
School 3 Teacher 3 Grade 5	Topic: Kingdoms of life	Extract 7: T3 – Lesson 1 – 10 <sup>th</sup> November 2015	Audio	02'28''	
		Extract 8: T3 – Lesson 1 – 10 <sup>th</sup> November 2015	Audio	04'51''	
		Extract : T3 – Lesson 1 – 10 <sup>th</sup> November 2015	Audio	02'28''	
Key: 02'28'' = 2min 28seconds					
Total length: 26min 6seconds					

### Dataset 4: Selected extracts in the Hanoi setting

Dataset 4 gives information on 9 extracts taken from Dataset 2 (the classroom data of the Hanoi schools). Initially, there were four participating teachers in primary CLIL Hanoi, but one dropped out for the second stage of the data collection, thus, the final data include 3 teachers in this context. There are 3 extracts for each teacher; each extract lasts about 1 minute and a half, so the total length is 13 minutes 13 seconds. Detailed information on the extracts in the Hanoi context is found in the next table.

**Table 9.** Dataset 4 – Selected extracts in the Hanoi setting

Hanoi, Vietnam					
Description		Identification		Format	Length
School (3) Teachers (3), topics (3), extracts (9)		Extracts, lesson, date			
School 4 Teacher 4 Grade 5	Topic: Food groups	Extract 9: T4 – Lesson 1 – 20 <sup>th</sup> January 2016		Audio Video	+ 01'27''
		Extract 10: T4 – Lesson 2 – 20 <sup>th</sup> January 2016		Audio Video	+ 01'07''
		Extract 11: T4 – Lesson 2 – 20 <sup>th</sup> January 2016		Audio Video	+ 01'21''
School 4 Teacher 5 Grade 4	Topic: The food chain	Extract 12: T5 – Lesson 1 – 18 <sup>th</sup> January 2016		Audio Video	+ 01'26''
		Extract 13: T5 – Lesson 2 – 18 <sup>th</sup> January 2016		Audio Video	+ 01'37''
		Extract 14: T5 – Lesson 2 – 18 <sup>th</sup> January 2016		Audio Video	+ 01'09''
School 5 Teacher 6 Grade 4	Topic: How animals respond to heat and cold	Extract 15: T6 – Lesson 2 – 9 <sup>th</sup> March 2016		Audio Video	+ 01'31''
		Extract 16: T6 – Lesson 1 – 2 <sup>nd</sup> March 2016		Audio Video	+ 01'43''
		Extract 17: T6 – Lesson 1 – 2 <sup>nd</sup> March 2016		Audio Video	+ 01'52''
Key: 01'27'' = 1min 27seconds					
Total length: 13min 13seconds					

## 4.4 Analysis processes

In the present study, a two-phase analysis process was conducted to address two fundamental objectives of the study as clearly identified at the beginning: (1) Quantifying and comparing CF types and their following uptake levels across primary CLIL Spain and primary CLIL Vietnam; (2) Examining the teacher's CIC features and relating the results to the teacher's CF use in order to reveal their relationship. The model of CF (Lyster and Ranta 1997; Lyster and Mori 2006) was adapted for the first analysis, which is described in detail in the following section.

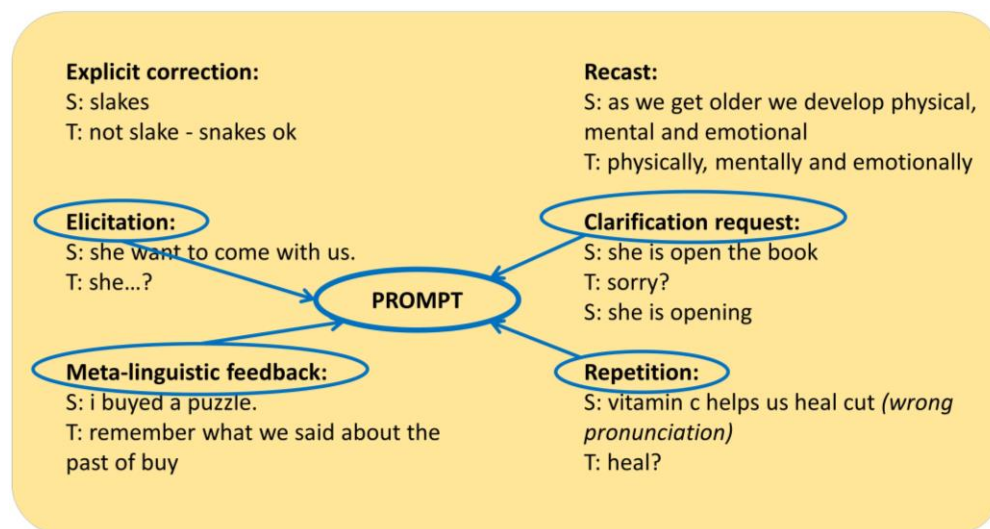
### 4.4.1 Quantitative analysis

In this section, the three main CF types including explicit correction, recasts and prompts, on both form and content will be illustrated using examples from the classroom data in the two primary CLIL contexts, Madrid and Hanoi; then, the student's responses will be analyzed in the second part.

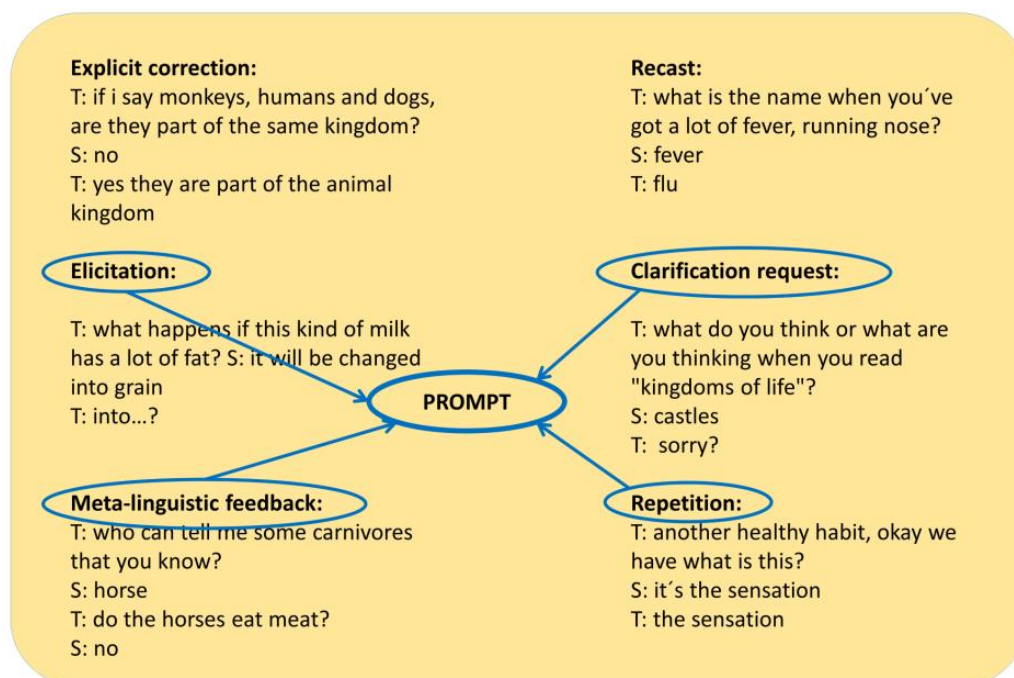


## CF types

In previous studies, the analytical model of CF was used to examine CF on language form only, but in the present study this model is adapted for identifying both CF on language form and CF on content across the two primary CLIL contexts – Madrid Spain and Hanoi Vietnam. Illustrative examples taken from the data will explain how the CF model was used to identify explicit correction, recasts and prompts in each of two broad categories of CF: CF on form (Figure 7) and CF on content (Figure 8).



**Figure 7.** Examples of CF on form



**Figure 8.** Examples of CF on content

**Explicit correction:** In explicit correction, “the teacher supplies the correct form and clearly indicates that what the student said was incorrect” (Lyster and Mori 2006: 271). In the first example (4.1), when a student made a pronunciation error “Slakes”, the teacher clearly pointed out the student’ error “Not slake” then immediately provided the correct pronunciation “Snakes ok”. This is an example of explicit correction on form (line 2).

*Example 4.1 (T6 – L2 – 9<sup>th</sup> Mar.)*

- 1 S: Slakes
- 2 T: Not slake - snakes ok

In example 4.2, the kids were learning about six kingdoms of life, and the teacher was helping them differentiate those kingdoms. The teacher asked: “If I say monkeys, humans and dogs, are they part of the same kingdom?” in line 1, a student responded: “No” in line 2, which is a wrong answer. The teacher immediately rejected it and explained why it was wrong: “Yes, they are part of the animal kingdom” in line 3, thus using explicit correction on content.

*Example 4.2 (T3 – L1 – 10<sup>th</sup> Nov.)*

- 1 T: If I say monkeys, humans and dogs, are they part of the same kingdom?
- 2 S: No
- 3 T: Yes they are part of the animal kingdom

**Recasts:** A recast is identified as “the teacher’s reformulation of all or part of a student’s utterance, minus the error” (Lyster and Ranta 1997: 46). In example 4.3, a student made a grammatical error: “As we get older we develop physical, mental and emotional” in line 1; the teacher repeated the incorrect part of this utterance and minus the error: “Physically, mentally and emotionally” in line 2, thus, using a recast on form.

*Example 4.3 (T2 – L3 – 11<sup>th</sup> Nov.)*

- 1 S: As we get older we develop physical, mental and emotional
- 2 T: Physically, mentally and emotionally

In example 4.4, the teacher asked children to name a common illness by providing them with some symptoms: “What is the name when you’ve got a lot of fever, running nose?” in line 1; a student answered: “fever” in line 2, which is not correct. The teacher supplied the correct name for that: “Flu” in line 3, without any further explanation. This CF was categorized as recast on content.

*Example 4.4 (T1 – L2 – 11<sup>th</sup> Nov.)*

- 1 T: What is the name when you’ve got a lot of fever, running nose?
- 2 S: Fever
- 3 T: Flu

**Prompts:** The third type, prompts, include four sub-types – elicitation, meta-linguistic clues, clarification requests and repetition. They all give students clues to self-correct their errors but each sub-type has its own characterizing features (Lyster and Ranta 1997: 47-48; Lyster and Mori 2006: 271).

- *Subtype 1 – Elicitation:* In the case of elicitation, teachers directly elicit a correct reformulation from students by asking questions like “How do you say that in English?”, by pausing to allow students to fill in an incomplete utterance “It’s ...”, or by asking students to reformulate the initial error “Say that again”. In example 4.5, a student was sharing one of her childhood memories to the whole class: “One day when I was small” in line 1, which contains a grammatical error (take). In line 2, the teacher initiated by repeating the subject “I...?” raising her voice and leaving the utterance incomplete to invite the student to fill in. This is an example of elicitation on form. In this case, the student noticed her error and corrected it in her next turn: “I took money”.

*Example 4.5 (T1 – L10 – 25<sup>th</sup> Nov.)*

- 1 S: One day when I was small I take ah
- 2 T: I...?
- 3 S: I took money

The next example (4.6) illustrates an elicitation on content. The students were learning about different food groups, and the teacher wanted to ask them to which food group “milk with a lot of fat” belong to. The question was initiated in line 1: “What happens if this kind of milk has a lot of fat?” with a response containing an error on content in line 2: “It will be changed into grain”. Grain is not correct, but the correct food group is oil. The teacher provided elicitation on content here in line 3: “Into...?” inviting the student to fill in the blank with a different group of food.

*Example 4.6 (T4 – L2 – 20<sup>th</sup> Jan.)*

1. T: What happens if this kind of milk has a lot of fat?
2. S: It will be changed into grain
3. T: Into...?

- *Subtype 2 - Meta-linguistic feedback:* Meta-linguistic clue is provided by the teacher as a comment or question related to the correct form so that the student can retrieve it. Comments and questions can be one of the following: Can you find your error? /No/ No, not X/ We

don't say it like that in English. In example 4.7 below, the kids were learning about "How animals respond to heat and cold", and there is a particular case of an animal living in the hot weather – snakes. The teacher elicited the students' ideas by using a picture: "Now everyone look at this and tell me what are they?" in line 1, which was responded by the whole class: "Snake" in line 2. This class's response contains an error on form because the noun "snake" misses s-ending. In line 3, the teacher provided a metalinguistic clue using simple "No" after repeating the error "snake". The error treatment sequence still continued much longer until the students reached the correct answer on form "Snakes", but to stay focused on the point I am making here I just selected this part as an example of metalinguistic clue on content.

*Example 4.7 (T6 – L2 – 9<sup>th</sup> Mar.)*

- 1 T: Now everyone look at this and tell me what are they?
- 2 SS: Snake
- 3 T: Snake, no.
- 4 ...
- 5 SS: Snakes

In example 4.8 below, the teacher asked the children to name some carnivores: "who can tell me some carnivores that you know?" in line 1. One student answered: "horse" in line 2, which is a type of herbivores, not carnivores. The teacher provided a metalinguistic clue by asking another question related to the eating habit of this animal: "do the horses eat meat?" in line 3. Responding to this feedback, the whole class realized that horses do not eat meat by drilling out "No" in line 4.

*Example 4.8 (T5 – L2 – 18<sup>th</sup> Jan.)*

- 1 T: Who can tell me some carnivores that you know?
- 2 S: Horse
- 3 T: Do the horses eat meat?
- 4 SS: No

- *Subtype 3 – Clarification request:* Clarification request is when teachers signal an error by saying: "Pardon me?", "Sorry?" or "I don't understand" to inform the students that their utterance is ill-formed in some way and a reformulation is needed. In example 4.9 below, the teacher asked students to repeat the names of different food groups that they had learnt in the lesson: "Another food group?" in line 1. A student responded: "Carbohydrates and fiber" in line 2, but "fiber" was pronounced incorrectly as /'fi.bə/. Immediately, the teacher requested for the student's clarification on this: "Sorry? Can you speak louder and clearly?"

in line 3, which was noticed and responded correctly by the target student: “Carbohydrates and fiber” (pronounced correctly /'faɪ.bə/) in line 4. So, line 3 is an example of an effective teacher clarification request on form.

*Example 4.9 (T2 – L1 – 4<sup>th</sup> Nov.)*

- 1 T: Another food group?
- 2 S: Carbohydrates and fiber (pronounced as /'fi.bə/)
- 3 T: Sorry? Can you speak louder and clearly?
- 4 S: Carbohydrates and fiber (pronounced correctly /'faɪ.bə/)

Next, Example 4.10 was excerpted from the beginning of the lesson when the teacher was introducing the topic: “kingdoms of life”. The students were going to learn about six kingdoms of life including plants, animals, archae, bacteria, fungi and protists. In this part of the interaction, the teacher was eliciting ideas around the class to lead the students into the new lesson: “What do you think or what are you thinking when you read kingdoms of life?” in line 1. One student came up with an idea: “ah castles” in line 2 in a very soft voice. The teacher did not hear it properly and that made him think it was Spanish, so he requested the student to respond in English: “English?” in line 3. The student repeated the same utterance: “Castles” in line 4 still with a low voice, which clearly showed the student’s uncertainty about his own answer; then, the teacher’s next feedback turn was a clarification request on content: “Sorry?” in line 5 to signal the student that it was wrong and that he should think about it again.

*Example 4.10 (T3 – L1 – 10<sup>th</sup> Nov.)*

- 1 T: What do you think or what are you thinking when you read "kingdoms of life"?
- 2 S: Ah castles (in a very soft voice)
- 3 T: English?
- 4 S: Castles (still in a low voice)
- 5 T: Sorry?

- *Subtype 4 – Repetition:* In repetition, the teacher repeats the students’ error and in most cases adjusts intonation to highlight that error. In Example 4.11 below, there is a pronunciation error with the word “heal”, which was incorrectly pronounced as /he:l/ instead of /hi:l/. The teacher repeated the pronunciation error and adjusted her intonation to draw the student’s attention on it, and this is an example of a CF repetition on form (line 2).

*Example 4.11 (T4 – L1 – 20<sup>th</sup> Jan.)*

- 1 S: Vitamin c helps us heal cut (heal pronounced incorrectly as /he:l/)
- 2 T: Heal? (Repeating the pronunciation error /he:l/)

In another lesson (Example 4.12) where children were learning about healthy habits, the teacher asked them to name a healthy habit in a picture: “Another healthy habit, okay we have what is this?” in line 1. A student responded: “It’s the sensation” in line 3, which is not a healthy habit thus identified as an error on content. The teacher repeated it: “the sensation” and adjusted her intonation to tell the student that there was something wrong in that, and this is an example of repetition on content (line 3).

*Example 4.12 (T2 – L4 – 17<sup>th</sup> Nov.)*

- 1 T: Another healthy habit, okay we have what is this?
- 2 S: It’s the sensation
- 3 T: The sensation?

### ***Students’ Responses***

Students’ responses to teachers’ CF can be done through learner uptake or no-uptake. Uptake is defined as “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Lyster and Ranta 1997: 49). There are two types of uptake: uptake that results in correct reformulation of the initial error is called “repair”, and uptake that results in an utterance still needing further correction is grouped as “needs-repair”.

***Repair:*** Repair is the correct reformulation of an error; it can be either a repetition/incorporation or self-repair/peer-repair, depending on a certain type of CF: recasts and explicit correction can lead only to repetition or incorporation of correct forms by students, whereas prompts can entail either self-repair or peer-repair (Lyster and Ranta 1997: 50).

- ***Repetition:*** A repetition utterance occurs when a student repeats a correct form provided by the teacher. In the following example, the teacher asked students to repeat different life stages of a human that they had learnt in the lesson: “What about the last stage?” in line 1. One student responded hesitatively: “Eh eh” in line 2, which was followed by the teacher’s elicitation feedback: “Adult?” in line 3 with a rising tone at the end of the word to invite the student to complete it. However, the student did not recognize this cue and repeated it as an answer: “Adult” in line 4. In the second feedback turn, the teacher provided the correct form of the word: “Adulthood” in line 5, which was then uttered again by the student: “Adulthood” and this is an example of students’ repetition repair.

*Example 4.14 (T7 – L1 – Mar.9)*

- 1 T: What about the last stage?
- 2 S: Eh eh
- 3 T: Adult?
- 4 S: Adult
- 5 T: Adulthood
- 6 S: Adulthood

- *Incorporation:* This refers to a student's response to the teacher's feedback with a repetition of the correct form provided by the teacher. However, it is not just a copy of the teacher's utterance, but rather it incorporates a longer utterance produced by the student as in example 4.15 below. Here, the children were learning about the topic "Common illnesses", and the teacher asked them to make sentences using given words: "ok, number 3: make a sentence with "brush" and "teeth"?" in line 1. One student made a sentence with two given words as required: "You have to brush your teeth" in line 2, which is correct but implies a compulsory action with the use of phrasal verb "have to". The teacher explicitly required the student to use a different modal verb: "" Instead of have to that is compulsory; say should, you should" in line 3, which was accordingly used by the student in her next turn: "You should brush your teeth three times a day" in line 4. In this turn, the student not only corrected the verb but also incorporated it into a longer utterance. This extract, then, illustrates an example of an incorporation repair.

*Example 4.15 (T1 – L10 – Nov.25)*

- 1 T: Ok, number 3: make a sentence with "brush" and "teeth"?
- 2 S: You have to brush your teeth.
- 3 T: Instead of "have to" that is compulsory; say "should, you should"
- 4 S: You should brush your teeth three times a day.

- *Self-repair:* Self-repair refers to a student's self-correction of his or her own initial error without an already correct form provided by the teacher. In example 4.15 below, a student was giving a presentation about animal kingdom in which there was information about "plankton". This student unconsciously made an error on content like this: "Plankton is like bacteria in the sea and they eat the whale" in line 1, which was immediately requested for a clarification by the teacher: "Oh, they eat the whale or the whale eats plankton?" in line 2. The student noticed his error and corrected it through self-repair in her next turn: "Ah, the whale eats plankton".

*Example 4.16 (T3 – L4 – Nov.11)*

- 1 S: Plankton is like bacteria in the sea and they eat the whale.
- 2 T: Oh, they eat the whale or the whale eats plankton?
- 3 S: Ah, the whale eats plankton.

- *Peer-repair*: Peer-repair is the correct reformulation made by a student, other than the one who made the initial error. In example 4.16 below, the teacher was eliciting students' ideas on a picture of some common illnesses. She asked the students to name a problem with one person in that picture: "Now, what's the problem with the woman here?" in line 1, which was responded hesitatively by student 1: "Eh eh" in line 2. After the teacher's elicitation feedback: "She's got a?" in line 3, the student gave an answer: "A cut" in line 4, but it was wrong. The teacher immediately followed using a metalinguistic clue with a simple "No" in line 5. Another student (student 2) responded with a correct answer in the next line: "A broken arm", which was confirmed by the teacher in the last line. So, a different student's response like the one in line 6 is an example of peer-repair.

*Example 4.17 (T1 – L1 – Nov.5)*

- 1 T: Now, what's the problem with the woman here?
- 2 S1: Eh eh
- 3 T: She's got a?
- 4 S1: A cut
- 5 T: No
- 6 S2: A broken arm
- 7 T: Yes, a broken arm

***Needs-repair***: Uptake that results in an utterance still needing further correction is classified as "needs-repair". Needs-repair utterances include six sub-types: acknowledgement, hesitation, partial repair, same error, different error and off-target response (Lyster and Ranta 1997: 50-51). Their features are distinguished and exemplified as follows:

- *Acknowledgement*: An acknowledgement utterance refers to a simple "yes" or "no" in the part of the student. It is indeed to indicate: what the teacher has said was exactly what the student really meant to say, but of course the teacher did that much better. In example 4.18 below, students were learning about the topic "Common illnesses", and the teacher asked them: "How can you protect your body against viruses and bacteria?" One student answered very quickly: "Doing exercise" in line 2, which was explicitly corrected by the teacher: "Doing exercise doesn't protect you. I mean it is healthy and it's something that is good for you but doesn't protect you from viruses" in line 3-4. Responding to this explicit correction, the student acknowledged that he understood the teacher's explanation: "Yes" in line 5.



*Example 4.18 (T1 – L6 – Nov.18)*

1. T: How can you protect your body against viruses and bacteria?
2. S: Doing exercise
3. T: Doing exercise doesn't protect you. I mean it is healthy and it's something that is
4. good for you but doesn't protect you from viruses.
5. S: Yes.

- *Hesitation*: This utterance refers to a student's hesitated response to the teacher's feedback. It is often indicated by *uhm*, *ah*, *eh* etc. In the following example (4.19), children were learning about the topic "How my body grows", and they were asked to name different stages in a human life. This example is about one of the stages: "What is it called? A life stage when a child's body changes to become an adult?" in line 1. One student responded "Adult" in line 2, which was not the correct word, and was thus identified as an error on form. In line 3, the teacher provided CF elicitation: "Is called?" to invite the student to complete with another word, but the student responded in hesitation: "Eh eh..." in line 4. The teacher provided the answer in line 5: "Is called adolescence", which was acknowledged by the student: "Yes" in the last line. So, line 4 is an example of hesitation.

*Example 4.19 (T7 – L2 – Mar.9)*

1. T: What is it called? A life stage when a child's body changes to become an adult?
2. S: Adult
3. T: Is called?
4. S: Eh eh...
5. T: Is called adolescence
6. S: Yes

- *Partial repair*: A partial repair refers to a student's utterance that includes one corrected part of the initial error. In example 4.20 below, students were learning about the topic "Food groups", and the teacher had asked them to which food group "milk with a lot of fat" belonged to. In line 1 she asks "What happens if this kind of milk has a lot of fat?", to which one student responded: "It would changed into grain" in line 2. This utterance contains two errors: one on language form ("be" is missing before "changed") and one on content ("grain" is not a correct group for this, the correct one is "oil"). After the teacher's feedback in line 3, the student corrected the grammatical error but the content error still stayed the same: "It would be changed into grain" in line 4. This is an example of the student's partial repair.

*Example 4.20 (T4 – L1 – Jan.20)*

- 1 T: What happens if this kind of milk has a lot of fat?
- 2 S: It would changed into grain
- 3 T: Ah what do you think?
- 4 S: It would be changed into grain
- 5 T: Into?

- *Same error:* A same-error response refers to a student's uptake that repeats the initial error. Example 4.21 below illustrates this. Here the kids were asked about the function of an ultrasound machine: "An ultrasound machine allows doctors to monitor what?" in line 1, which was responded by a student with a one-word answer: "Baby" in line 2. The teacher used a two-option question to request the student for clarification: "Before or after?" in line 3. Without thinking carefully, the student immediately answered: "After" in line 4, which is wrong. The teacher asked again: "Before or after?" unexpectedly, the student still repeated the same content error: "After" in line 6. Therefore, the teacher had to correct the error explicitly: "It's before birth, so to listen to the baby" in line 7.

*Example 4.21 (T2 – L2 – Nov.10)*

- 1 T: An ultrasound machine allows doctors to monitor what?
- 2 S: Baby
- 3 T: Before or after?
- 4 S: After
- 5 T: Before or after?
- 6 S: After
- 7 T: It's before birth, so to listen to the baby

- *Different error:* This uptake refers to a student's response which is neither partially correct nor repeated, but it is another error as shown in example 4.22 below. Children were asked to name the animals in a picture: "What are they?" in line 1. One student responded with the correct name of the animal: "Snake" in line 2, but it was grammatically wrong as he missed the plural "-s". In line 3, the teacher provided a metalinguistic clue simply using "No", which was followed by another response by student 2: "Lizard" in line 4. This is a double-error utterance: "Lizard" in singular form is an error on form, and "Lizard" is also a content error because the picture was about snakes. So, line 4 is an example of a different error. The CF sequence still continued much longer and more complicated until the students got the correct answer: "Snakes".

*Example 4.22 (T6 – L2 – Mar.9)*

1 T: What are they?

2 S1: Snake

3 T: No

4 S2: Lizard

5 T: No

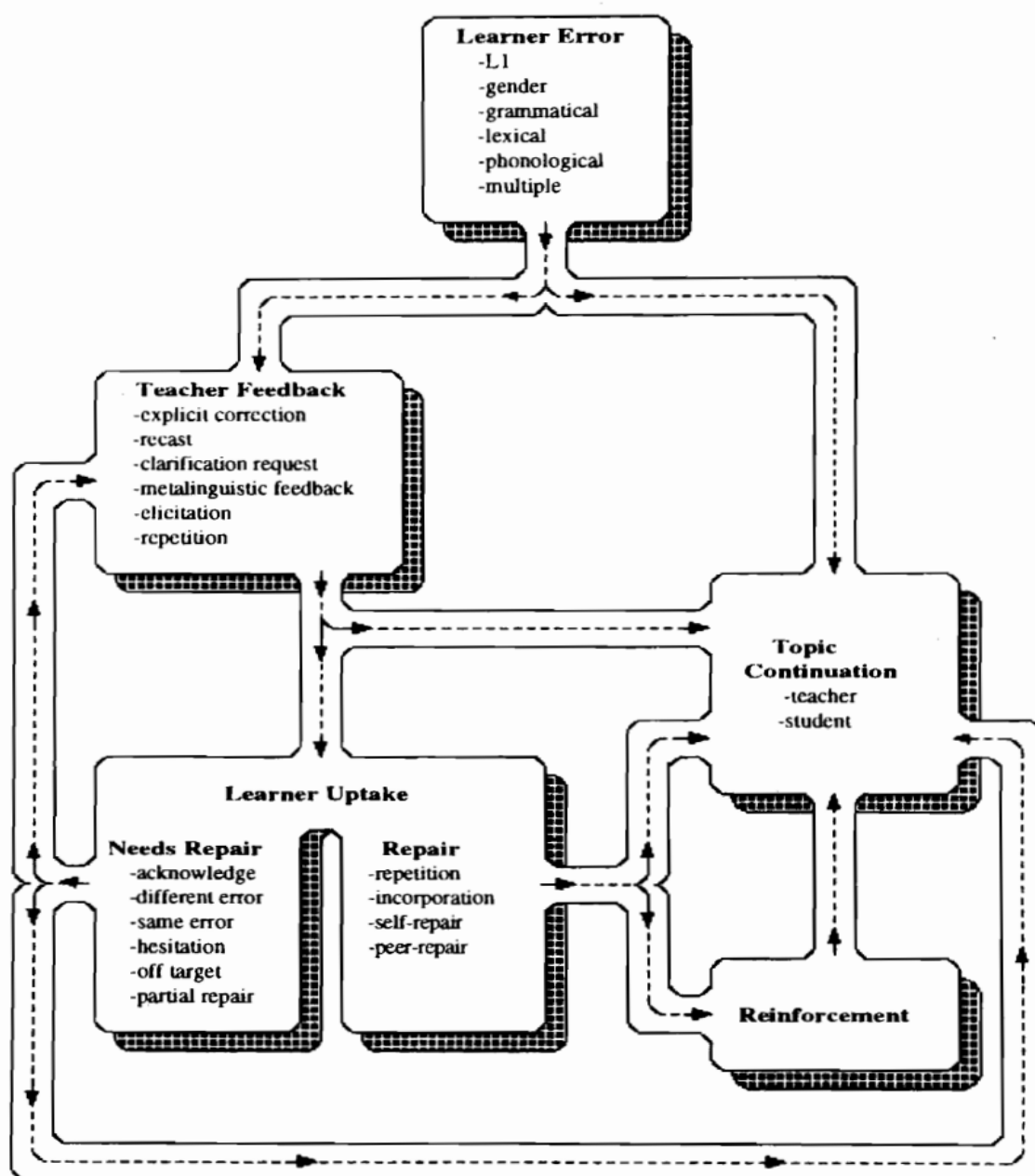
6 ...

7 SS: Snakes

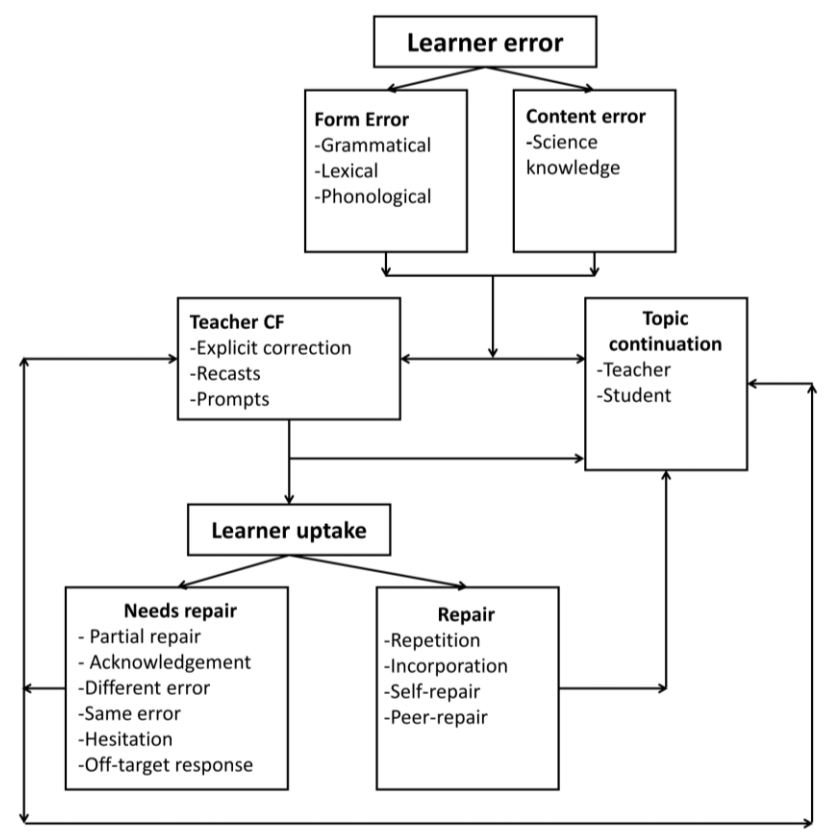
- *Off-target response*: This type refers to a student's response to the teacher's feedback turn which is irrelevant to the teacher's focus at that point of time.

*Example*: There was no occurrence of an off-target response in the data.

To summarize, drawing on the descriptive studies by Lyster and Ranta (1997) and Lyster and Mori (2006), I have adapted the form-focused CF model (see Figure 9) to identify both CF on form and CF on content to suit the current context of the study (see Figure 10).



**Figure 9.** Error treatment sequence (Lyster and Mori 2006: 281)



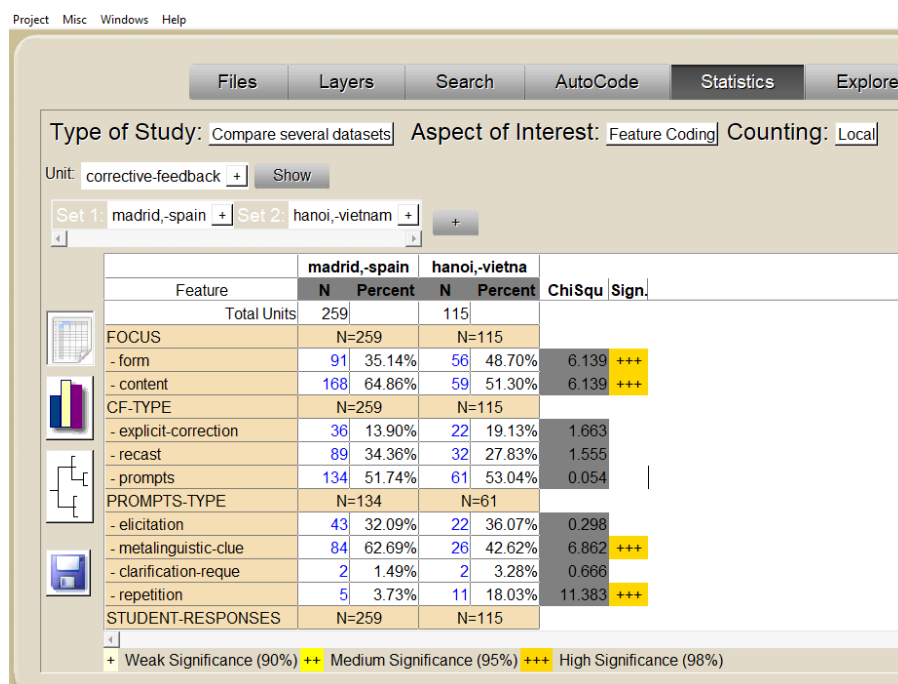
**Figure 10.** Error treatment sequence in the study

The CF sequence which was adapted from Lyster and Ranta (1997: 44) and Lyster and Mori (2006: 281) starts with identifying a learner's error; it can be either an error on form or on content. An error on form happens when learners make a mistake in language form (grammatical, lexical or phonological); and an error on content deals with a mistake in science knowledge of the lesson (because the corpus used for this study are all from Natural science lessons). After that, the teacher can either make a decision to give CF using one of the three types (explicit correction, recasts and prompts); or the teacher can ignore that mistake to continue the lesson. In case CF is provided, the learner with the initial error may respond to it in two ways, either by an utterance still in need of repair or a correct utterance, as expected. Following a needs-repair, the sequence can go back to teacher CF or move to topic continuation.

Using the UAM Corpus tool developed by Michael O'Donnell (O'Donnell 2013), the study will first quantify the types of CF on form and CF on content and their following uptake levels across primary CLIL Spain and primary CLIL Vietnam. With the Corpus Tool (Figure 11), all plain-text transcripts of the classroom data were incorporated in the thesis project, where certain segments were then coded as one of the CF types or uptake types. Then, the software helped to count and compare occurrences and percentage distributions of all CF types and their

following uptakes levels in both contexts of the study. More importantly, Corpus Tool could also export the teacher's CF and their corresponding uptake level and compare them among the participating teachers in each of the contexts and between the two contexts as well. In sum, the quantitative analysis of the study is to answer the first three research questions:

- 1. *What type of corrective feedback (CF on form and CF on content) is used in primary school CLIL in Spain and primary school CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels?***
  - 1.1. *What are differences and similarities across the two contexts?***
- 2. *How are different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam?***
  - 2.1. *How are different types of form CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of form CF in each context?***
  - 2.2. *How are different types of content CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of content CF in each context?***
  - 2.3. *What are the differences and similarities across the two contexts?***
- 3. *What is the extent of learner uptake associated with different types of CF in primary CLIL Spain and primary CLIL Vietnam?***
  - 3.1. *What is the extent of no uptake and uptake (including repair and needs-repair) after different types of CF in both settings?***
  - 3.2. *What type of CF results in the highest number of uptake and repair moves in both settings?***
  - 3.3. *What are the differences and similarities across the two contexts?***



**Figure 11.** The interface of Corpus Tool used for the quantitative analysis of the study

#### 4.4.2 Qualitative analysis

The model of CIC, which was mainly based on the works of Walsh (2011 and 2013), was used as the analytical framework to examine the teachers' features of CIC and how these are related to their CF use yielded from the quantitative analysis. Four criteria were used as core elements which decide the teachers' effectiveness in their classroom interaction: (1) The convergence of the teachers' predetermined pedagogical goals and their actual language use, (2) Space created for learning opportunities, (3) The teachers' shaping students' contributions, and (4) Interactional CF. Interactional CF was analyzed as a single strategy on its own right and also as an inner element existing within each CIC feature. The fourth feature is considered as the contribution of the present study to the model of CIC. In order to carry out this analysis, 17 extracts (8 from Madrid and 9 from Hanoi) were selected so as to represent the teachers' use of CF. There are 3 extracts for each teacher, except for T3 with only extracts; the reason is that the classroom interaction between the teacher and students in this case was based on using enhanced-technology equipment, iPad, so the face to face interaction was limited than other two cases in the Madrid contexts. These extracts were transcribed in detail following CA transcription conventions. In addition to this main data, the teachers' recall commentary were collected as used as supportive evidence for the analysis of the teachers' competence in classroom interaction. For the reason of the consistency in the data collection in both contexts under the study, all participating teachers were provided with audio recordings and

corresponding transcriptions; then, they were asked to listen to those recordings and read corresponding transcriptions several times to recall their actual interactions in those parts of interaction and answer attached questions on a separate question sheet. The audio recordings were consistently used in both contexts for this second stage of the data collection because the research did not obtain permission to have video recordings in all participating classes. With regard to the questions in this part, they were designed to elicit the participating teachers' comments on their actual interaction regarding their pre-determined teaching goals, specific techniques used to achieve those goals, and any possible changes that they would make if do again. In a nut shell, the qualitative analysis is to answer the fourth and also the last research question of the study:

***4. How does the effectiveness of the teachers' CF use relate to the teachers' classroom interactional competence (CIC) in primary CLIL Spain and primary CLIL Vietnam?***

***4.1. What are features of the teachers' CIC across the contexts?***

***4.2. How does the teachers' CIC relate to their use of CF across the contexts?***

***4.3. What are the differences and similarities across the two contexts?***





## **CHAPTER 5: CORRECTIVE FEEDBACK: RESULTS AND DISCUSSION**

In this chapter, I will present the main quantitative findings regarding the frequency and percentage distribution of different CF types and the learners' uptake levels across primary CLIL Spain and primary CLIL Vietnam. This chapter deals with the first three research questions:

- 1. *What type of corrective feedback (CF on form and CF on content) is used in primary school CLIL in Spain and primary school CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels?***
  - 1.1. *What are differences and similarities across the two contexts?***
- 2. *How are different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam?***
  - 2.1. *How are different types of form CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of form CF in each context?***
  - 2.2. *How are different types of content CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of content CF in each context?***
  - 2.3. *What are the differences and similarities across the two contexts?***
- 3. *What is the extent of learner uptake associated with different types of CF in primary CLIL Spain and primary CLIL Vietnam?***
  - 3.1. *What is the extent of no uptake and uptake (including repair and needs-repair) after different types of CF in both settings?***
  - 3.2. *What type of CF results in the highest number of uptake and repair moves in both settings?***
  - 3.3. *What are the differences and similarities across the two contexts?***

Accordingly, the first section answers the first research question regarding the use of CF on form and CF on content used across CLIL in Spain and CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade level. The second section is devoted to quantifying different types of CF, explicit correction, recasts and prompts, within the two broad categories (form CF and content CF) in both contexts, to identify the most frequently-used type(s). The third section moves on to the learners' responses to the different CF types; this is ultimately to identify exactly what type of CF results in more repair moves, and, thus, identify the most effective type of CF used in the two settings.

## 5.1 CF on form and CF on content

This section answers the first research question regarding the use of CF on form and CF on content used across CLIL in Spain and CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade level:

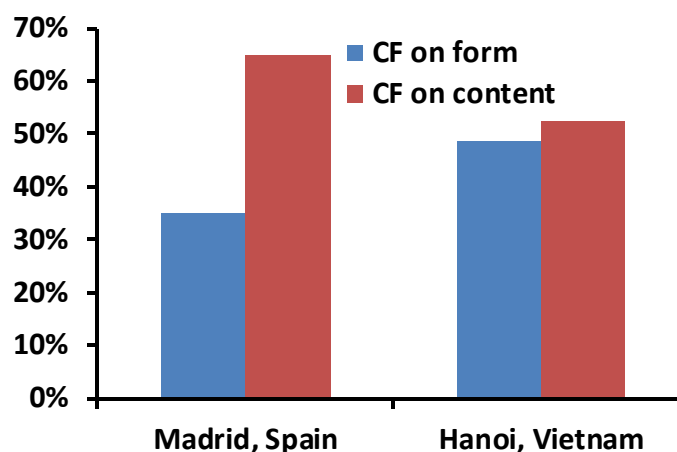
### *1. What type of corrective feedback (CF on form and CF on content) is used in primary school CLIL in Spain and primary school CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels?*

#### *1.1. What are differences and similarities across the two contexts?*

Tables 10 and Figure 12 below show the frequency and percentage distribution of CF in two broad categories, namely CF on form and CF on content. Clearly, CF on content was higher than CF on form in both primary CLIL Spain and primary CLIL Vietnam, but the two contexts were very different in that CF on content was almost double CF on form in Madrid (64.86% compared to 35.14% respectively) while CF on content was slightly over CF on form in Hanoi (52.30% compared to 48.70% respectively). This means that the Madrid teachers corrected their learners' content errors nearly twice as much as their errors on language form, but the Hanoi teachers corrected both their students' errors on content knowledge and on language form fairly equally. A possible explanation for this difference could be that while the Spanish/English bilingual program was officially implemented in two participating schools in Madrid in 2005/2006 and in another in 2008/2009, the Vietnamese/English bilingual program had just been incorporated partly into the school curriculum. It started in 2008/2009 in one participating school and in 2012/2013 in the other one, and was still in the pilot period. So, probably teachers and students in the Madrid schools had been focusing more on science content knowledge than on English language form; in contrast, their counterparts in the Hanoi schools had been experimenting a new teaching and learning approach – CLIL science lessons – with much less experience, and still paying a lot of attention to correct English use even in content lessons, as they would do in English lessons.

**Table 10.** Frequency and percentage distribution of CF on form and CF on content across CLIL in Spain and CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade levels

CF types	Madrid, Spain (N=259)		Hanoi, Vietnam (N=115)	
	<i>n</i>	%	<i>n</i>	%
<b>Form</b>	91	35.14%	56	48.70%
<b>Content</b>	168	64.86%	59	52.30%

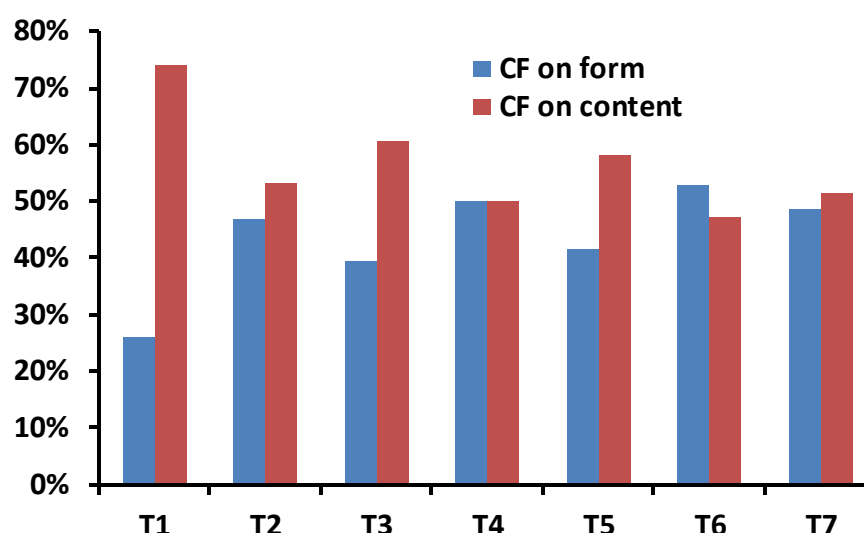


**Figure 12.** Percentage distribution of CF on form and CF on content across CLIL in Spain and CLIL in Vietnam at the 4th and 5th grade level

The next table and figure give information on the use of form CF and content CF used by different teachers across the two contexts. All three teachers in the Madrid schools (T1, T2 and T3) employed more content CF than form CF, especially teacher 1 (T1), who used content CF three times as often as form CF (74.07% compared to 25.93% respectively). In contrast, in the Hanoi schools only teacher 5 (T5) and teacher 7 (T7) used more content CF than form CF; teacher 4 (T4) employed content CF and form CF equally often, and teacher 6 (T6) differed from all the other teachers in using more form CF than content CF. These variances justify the overall difference between two contexts.

**Table 11.** Frequency and percentage distribution of CF on form and CF on content depending on different teachers across the contexts

CF Type	T1 N=153		T2 N=96		T3 N=28		T4 N=20		T5 N=24		T6 N=34		T7 N=37	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
<b>Form</b>	35	25.93	45	46.88	11	39.29	10	50.00	10	41.67	18	52.94	18	48.65
<b>Content</b>	100	74.07	51	53.12	17	60.71	10	50.00	14	58.33	16	47.06	19	51.35



**Figure 13.** Percentage distribution of CF on form and CF on content depending on different teachers across the contexts

In the next section, the distributions of the three main CF types (explicit correction, recasts and prompts) within each broad category (form CF and content CF) will be presented. The results on the use of explicit correction, recasts and prompts on language form will be shown first, followed by the results on the use of those types on content.

## 5.2 Explicit correction, recasts and prompts

This section presents the results aimed to answer research question 2 of the study:

### 2. *How are different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam?*

#### 2.1. *How are different types of form CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of form CF in each context?*

#### 2.2. *How are different types of content CF (explicit correction, recasts and prompts) used in two contexts? What is/ are the most frequently-used type(s) of content CF in each context?*

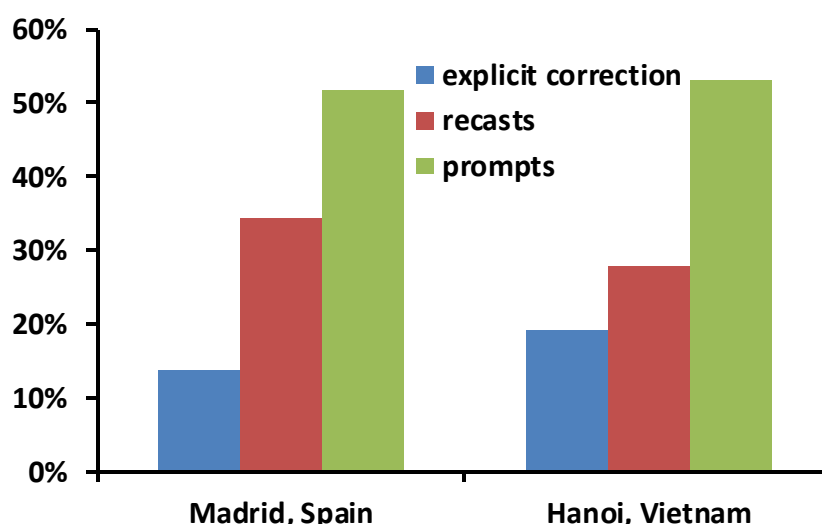
#### 2.3. *What are the differences and similarities across the two contexts?*

Table 12 and Figure 14 below show an overall pattern of explicit correction, recasts and prompt recorded in each primary CLIL context. Interestingly, the same pattern occurred in both contexts, with prompts appearing as the most frequent type of CF, which accounted more than half of the total CF moves (51.74% in Spain and 53.04% in Vietnam); recasts were used secondly (34.36% and 27.83% respectively); and explicit correction was used the least with much lower percentages (13.90% and 19.13% respectively). This result is different from what was found in a previous study by Llinares and Lyster (2014) on the CF pattern across CLIL in

Spain, French Immersion (FI) in Canada and Japanese Immersion (JI) in the US. In their study, Llinares and Lyster found that in all three primary contexts recasts were the most commonly used, with 57% in CLIL Spain, 54% in FI and 65% in JI; prompts followed with 29%, 38% and 26% respectively; then explicit correction came far behind with 14%, 7% and 9% respectively. To a high extent, the reason for this difference could rely on two different ways of implementing the same model of CF. In Llinares and Lyster (2014) 's study and also in a number of other studies on CF (such as Lyster and Ranta 1997; Ellis et al. 2001; Panova and Lyster 2002; Tsang 2004; and Lyster and Mori 2006), the CF model was employed to analyze CF on language form only. In turn, the current study adapted the same CF model for the analysis of both form and content CF and this can explain the different frequency pattern obtained in the present study.

**Table 12.** Frequency and percentage distribution of different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam

CF-TYPE	Madrid, Spain N=259		Hanoi, Vietnam N=115	
	<i>n</i>	%	<i>n</i>	%
<b>explicit-correction</b>	36	13.90	22	19.13%
<b>recast</b>	89	34.36	32	27.83%
<b>prompts</b>	134	51.74	61	53.04%



**Figure 14.** Percentage distribution of different types of CF (explicit correction, recasts and prompts) used in primary CLIL Spain and primary CLIL Vietnam

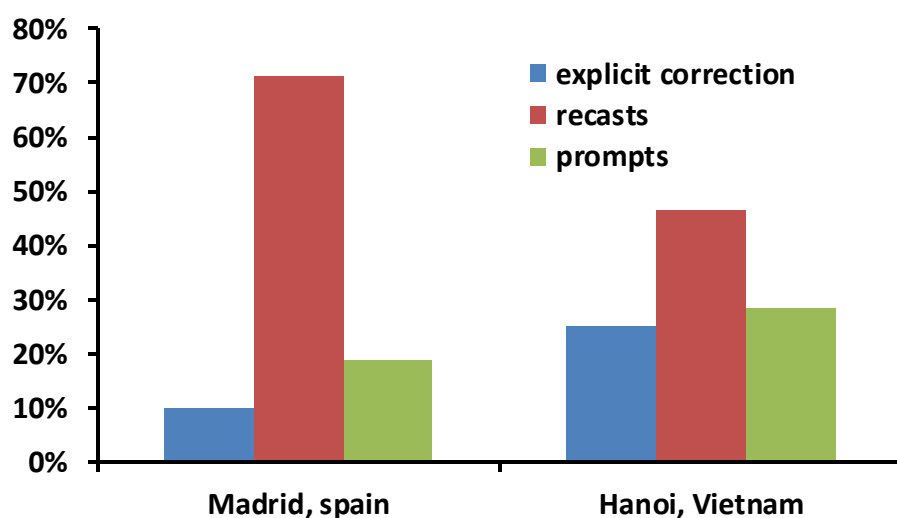
The next two sections will present in much detail this new finding regarding the CF pattern of explicit correction, recasts and prompts differentiating form CF and content CF in Madrid Spain and in Hanoi Vietnam.

### 5.2.1 Explicit correction, recasts and prompts on form

Table 13 and Figure 15 below show the frequency and percentage distribution of the main CF types (explicit correction, recasts and prompts) on language form separately in primary CLIL Spain and primary CLIL Vietnam. CF on form showed a similar pattern in both settings, as recasts were used the most often (71.43% in Madrid and 46.43% in Hanoi); prompts followed secondly with 18.68% and 28.57% respectively; and lastly explicit correction with 9.89% and 25% respectively. Actually, this pattern of CF on form is different from the overall pattern when form CF and content CF were analyzed together, but the same as the frequency pattern found in a number of previous studies on CF frequency throughout different instructional settings. Some of these are Lyster and Ranta (1997), Ellis et al. (2001), Panova and Lyster (2002), Tsang (2004), Lyster and Mori (2006) and more recently Llinares and Lyster (2014) (refer back to the section on literature review on CF for more detailed information).

**Table 13.** Frequency and percentage distribution of different types of form CF (explicit correction, recasts and prompts) used in two contexts

Types of form CF	Madrid, Spain N =91		Hanoi, Vietnam N=56	
	<i>n</i>	%	<i>n</i>	%
explicit correction	9	9.89	14	25.00
recasts	65	71.43	26	46.43
prompts	17	18.68	16	28.57

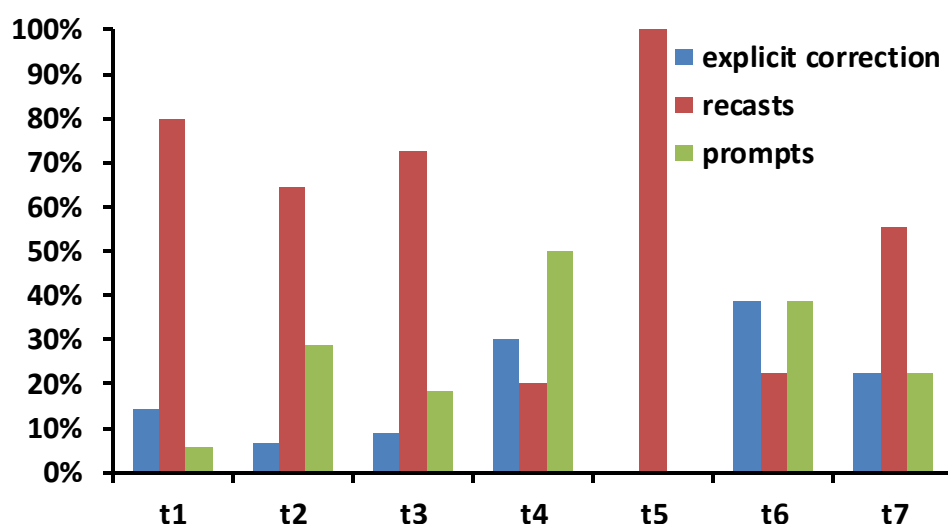


**Figure 15.** Percentage distribution of different types of form CF (explicit correction, recasts and prompts) used in two contexts

Table 14 and Figure 16 below provide more detailed information on how the three different CF types on form were used by different teachers across the two settings in order to see how they each contributed to the overall pattern of CF on form in Madrid Spain and in Hanoi Vietnam.

**Table 14.** Frequency and percentage distribution of different types of form CF (explicit correction, recasts and prompts) used by different teachers in two contexts

Types of form CF	T1 N=35		T2 N=45		T3 N=11		T4 N=10		T5 N=10		T6 N=18		T7 N=18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Explicit correction</b>	5	14.29	3	6.67	1	9.09	3	30.00	0	0.00	7	38.89	4	22.22
<b>Recasts</b>	28	80.00	29	64.44	8	72.73	2	20.00	10	100.00	4	22.22	10	55.56
<b>Prompts</b>	2	5.71	13	28.89	2	18.18	5	50.00	0	0.00	7	38.89	4	22.22



**Figure 16.** Percentage distribution of different types of form CF (explicit correction, recasts and prompts) used by different teachers in two contexts

In Madrid Spain, all three participating teachers (T1, T2 and T3) employed recasts the most often when providing CF on language form with very high percentages (80% for T1, 64.44% for T2 and 72.73% for T3). In Hanoi Vietnam, the four participating teachers represented four variances in the use of CF on form. T5 used 100% of recasts to correct her students' errors on language form; logically, this contributed the most to the overall percentage of recasts on form in the Vietnam setting. T7 used also used recasts more (55.56%); but T4 and T6 both employed recasts on form the least often (20% for T4 and 22.22% for T6). When giving CF on form, T4 used prompts the most often and T6 used both prompts and explicit correction



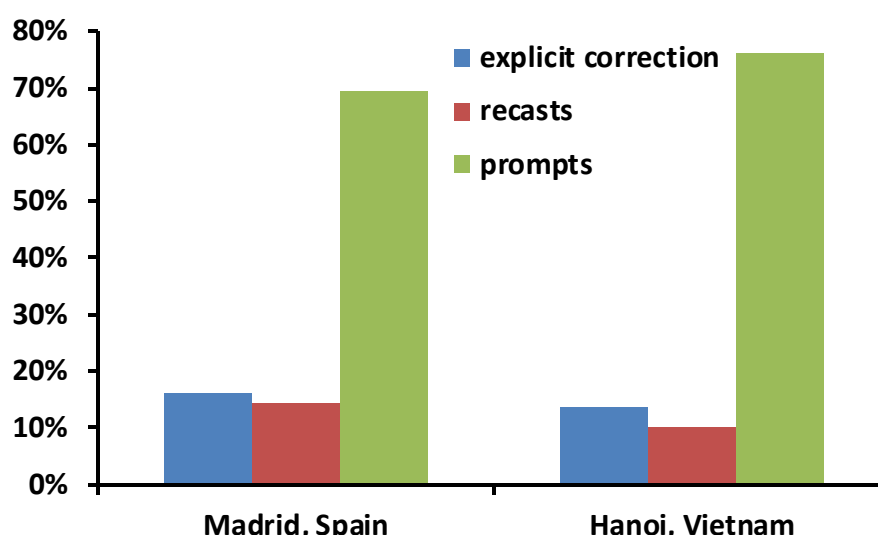
equally often (38.89 % each type). The following section will help identify what type of CF on content was used the most often in each context as a whole and then by individual teachers within those contexts.

### 5.2.2 Explicit correction, recasts and prompts on content

Table 15 and Figure 17 below show a very similar pattern of content CF recorded in the two contexts. Both Madrid Spain and Hanoi Vietnam experienced the highest percentage distribution of prompts on content with 69.64% in Madrid Spain and 76.27% in Hanoi Vietnam. Explicit correction came secondly with far lower percentages (16.07% in Madrid Spain and 13.56% in Hanoi Vietnam) and recasts followed lastly with only 14.29% and 10.17% respectively. These results indicate that, in the two contexts under the current investigation, prompts accounted for a vast majority of CF moves when the teachers provided CF on content (approximately 70% in Madrid and over 76% in Hanoi). A possible explanation is that in CLIL classes it makes sense that the teachers want to check if the students know the answer (prompting them to provide it in case of error), while the form is less relevant and thus addressed in a way that does not require to stop the flow of discourse (and therefore mostly through recasts).

**Table 15.** Frequency and percentage distribution of different types of content CF (explicit correction, recasts and prompts) used in two contexts

Content CF	Madrid, Spain N=168		Hanoi, Vietnam N=59	
	<i>n</i>	%	<i>n</i>	%
<b>Explicit correction</b>	27	16.07	8	13.56
<b>Recasts</b>	24	14.29	6	10.17
<b>Prompts</b>	117	69.64	45	76.27

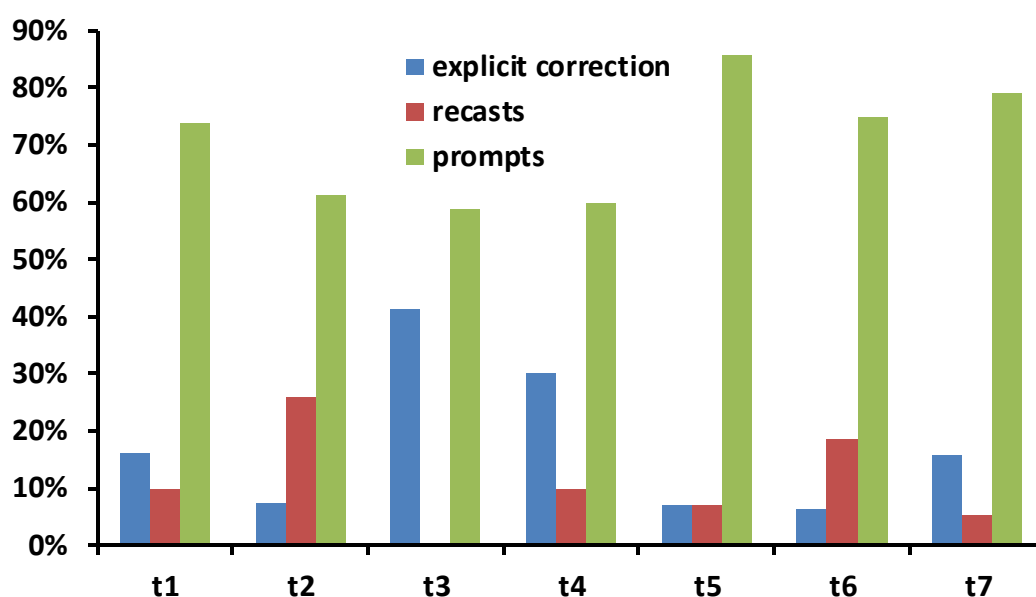


**Figure 17.** Percentage distribution of different types of content CF (explicit correction, recasts and prompts) used in two contexts

Let's now move on to identifying how the three types of CF on content (explicit correction, recasts and prompts) were used by different teachers in both contexts to know how they each contributed to the overall pattern of content CF for each context. Table 16 and Figure 18 below clearly show that in both Madrid Spain and Hanoi Vietnam, all seven participating teachers mainly employed prompts when dealing with their learners' content errors. The percentages for prompts ranged from nearly 60% up to over 85% of the total CF moves, leaving the rest of around 40% to less than 25% to two other types of CF (explicit correction and recasts). It is also noticeable that in the Madrid context, T3 used approximately 60% of prompts and more than 40% of explicit correction, but no recasts. And in the Hanoi context, T4 employed 60% of prompts, 30% of explicit correction and only 10% of recasts.

**Table 16.** Frequency and percentage distribution of different types of content CF (explicit correction, recasts and prompts) used by different teachers in two contexts

Content CF	T1 N=100		T2 N=51		T3 N=17		T4 N=10		T5 N=14		T6 N=16		T7 N=19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
<b>Explicit correction</b>	16	16.00	4	7.41	7	41.18	3	30.00	1	7.14	1	6.25	3	15.79
<b>Recasts</b>	10	10.00	14	25.93	0	0.00	1	10.00	1	7.14	3	18.75	1	5.26
<b>Prompts</b>	74	74.00	33	61.11	10	58.82	6	60.00	12	85.71	12	75.00	15	78.95



**Figure 18.** Percentage distribution of different types of content CF (explicit correction, recasts and prompts) used by different teachers in two contexts

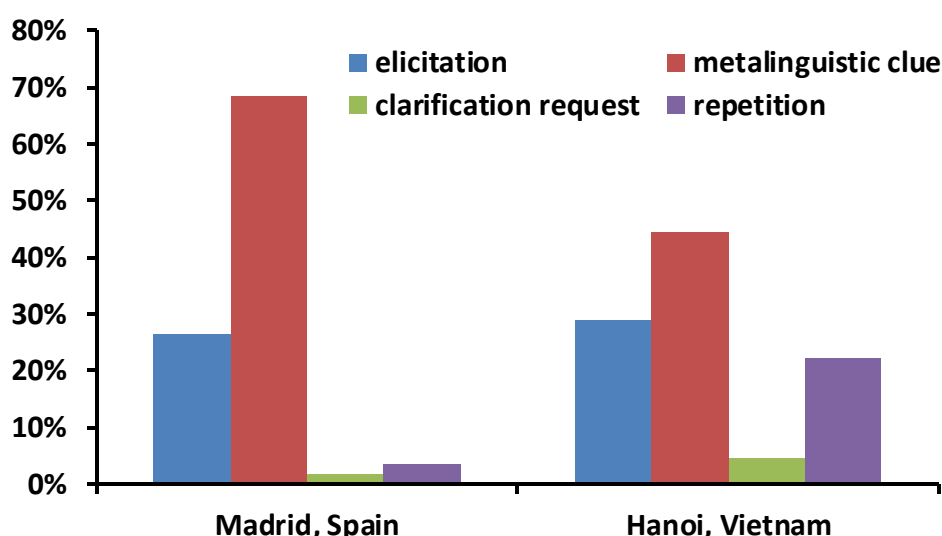
As prompts were the most frequent type of feedback used by the teachers in both primary CLIL Spain and primary CLIL Vietnam when correcting their students' content errors, it would be necessary to look at this type in more detail in order to know if one individual subtype of prompts was superior to the others or they were equally important.

### 5.2.3 Prompts

Table 17 and Figure 19 below clearly show that metalinguistic clue on content was the most frequent sub-type of prompts in both primary CLIL settings (68.38% in Madrid and 44.44% in Hanoi). Beside metalinguistic clue, the teachers in Madrid Spain used elicitation as the second most frequent type (26.50%), and clarification request and repetition were used in a much lower percentage (just above 5% for both). In the context of Hanoi, the gaps between metalinguistic clue and other types were not so big. Elicitation was also the second most frequent prompt (28.89%), repetition the third (22.22%), and clarification request the last, representing only 4.44%. It is useful now to explore the differences with closer looks at individual teachers in the two contexts.

**Table 17.** Frequency and percentage distribution of four sub-types of prompts on content in two contexts

Sub-types of content prompts	Madrid, Spain N=117		Hanoi, Vietnam N=45	
	<i>n</i>	%	<i>n</i>	%
elicitation	31	26.50	13	28.89
metalinguistic clue	80	68.38	20	44.44
clarification request	2	1.71	2	4.44
repetition	4	3.42	10	22.22

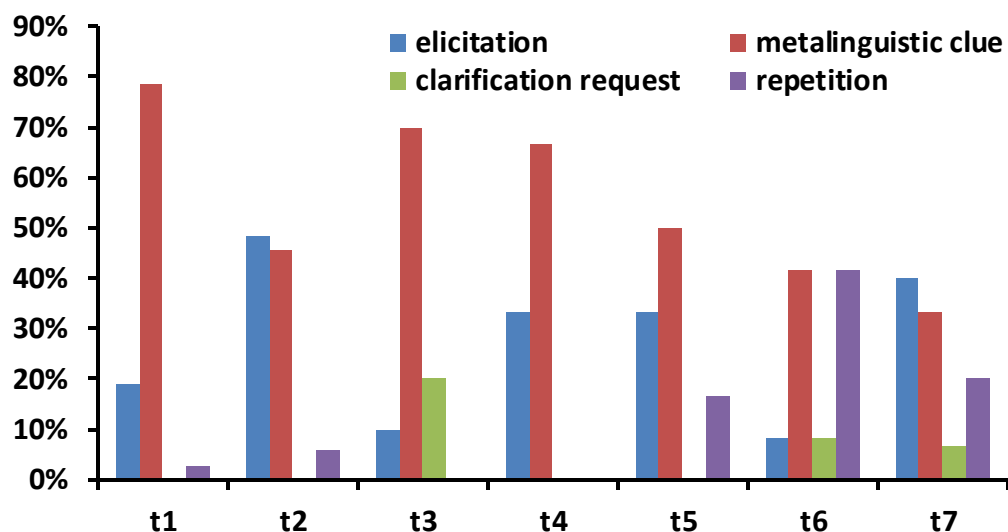


**Figure 19.** Percentage distribution of four sub-types of prompts on content in two contexts

Table 18 and Figure 20 below give information on how the four sub-types of prompts on content were used by different teachers in the Madrid schools and in the Hanoi schools. In Madrid Spain, both T1 and T3 employed metalinguistic clue the most often with 78.38% for T1 and 70% for T3; the other three sub-types altogether shared the remaining 21.62% for T1 and 30% for T3. T2 was different from the two other teachers in the same context in that T2 used both metalinguistic clue and elicitation fairly equally (45.45% and 48.48% respectively). In Hanoi Vietnam, metalinguistic clue was still among the most frequent sub-types of prompts on content but not with such high percentages as in the Madrid context. Both T4 and T5 used metalinguistic clue the most often (66.67% and 50% respectively) and elicitation in second place (33.33% for each). In contrast, T7 favored elicitation over metalinguistic clue (40% and 33.33% respectively); T6 employed metalinguistic clue and repetition with the same percentage of 41.67% for each sub-type.

**Table 18.** Frequency and percentage distribution of four sub-types of prompts on content used by different teachers in two contexts

Sub-types of content prompts	T1 N=74		T2 N=33		T3 N=10		T4 N=6		T5 N=12		T6 N=12		T7 N=15	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elicitation	14	18.92	16	48.48	1	10.00	2	33.33	4	33.33	1	8.33	6	40.00
Metalinguistic clue	58	78.38	15	45.45	7	70.00	4	66.67	6	50.00	5	41.67	5	33.33
Clarification request	0	0.00	0	0.00	2	20.00	0	0.00	0	0.00	1	8.33	1	6.67
Repetition	2	2.70	2	6.06	0	0.00	0	0.00	2	16.67	5	41.67	3	20.00



**Figure 20.** Percentage distribution of four sub-types of prompts on content used by different teachers in two contexts

### 5.3 Learner uptake

This section is devoted to presenting results on the students' responses across the two contexts. It addresses research question 3 of the thesis:

**3. What is the extent of learner uptake associated with different types of CF in primary CLIL Spain and primary CLIL Vietnam?**

**3.1. What is the extent of no uptake and uptake (including repair and needs-repair) after different types of CF in both settings?**

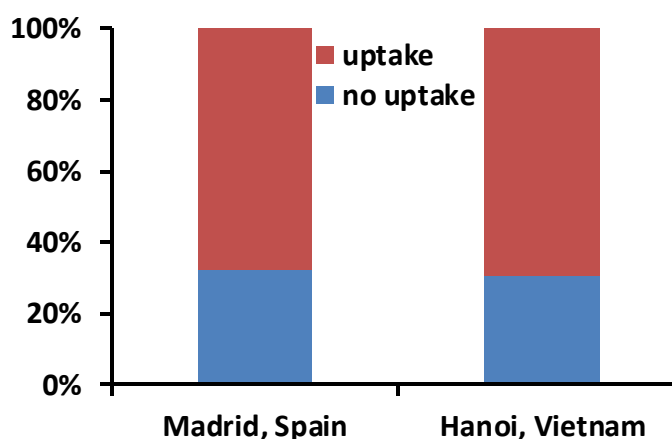
**3.2. What type of CF results in the highest number of uptake and repair moves in both settings?**

**3.3. What are the differences and similarities across the two contexts?**

Table 19 and Figure 21 below compare occurrences and percentage distributions of students' no uptake and uptake in Madrid Spain and Hanoi Vietnam. Interestingly, the same pattern can be observed in both contexts with about 2/3 of uptake occurrences and 1/3 of no uptake.

**Table 19.** Occurrences and percentage distribution of learners' no uptake and uptake in primary CLIL Spain and primary CLIL Vietnam

Student responses	Madrid, Spain N=259		Hanoi, Vietnam N=115	
	<i>n</i>	%	<i>n</i>	%
no-uptake	83	32.05	35	30.43
uptake	176	67.95	80	69.57



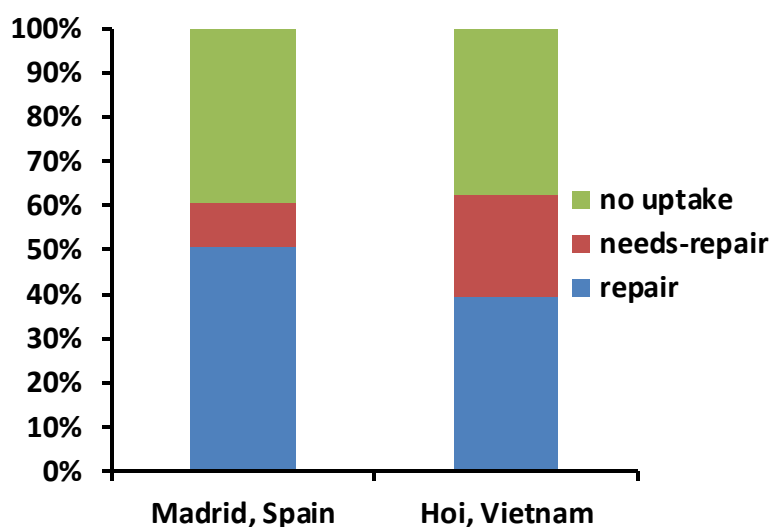
**Figure 21.** Percentage distribution of learners' no uptake and uptake in primary CLIL Spain and primary CLIL Vietnam

### 5.3.1 Learner uptake after CF on form and CF on content

We now focus on the level of students' uptake following form CF separately from the level of uptake after content CF to find out how effective each type was in each context. Regarding form CF, table 20 and figure 22 provide information on the uptake level (including repair and needs-repair) comparing Madrid Spain to Hanoi Vietnam. It is clearly shown that both Madrid and Hanoi reveal a nearly equal distribution of uptake with over 60% for repair plus needs-repair in each context. This seems that when correcting the students' errors on language form, the teachers in both contexts were equally effective. However, the percentage of repair shows that the Madrid teachers were more effective than those in the Hanoi context (50.55% compared to 39.29%).

**Table 20.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after form CF in both settings

Form uptake	No uptake		Repair		Needs-repair	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Madrid, Spain (N=91)</b>	36	39.56	46	50.55	9	9.89
<b>Hanoi, Vietnam (N=56)</b>	21	37.50	22	39.29	13	23.21

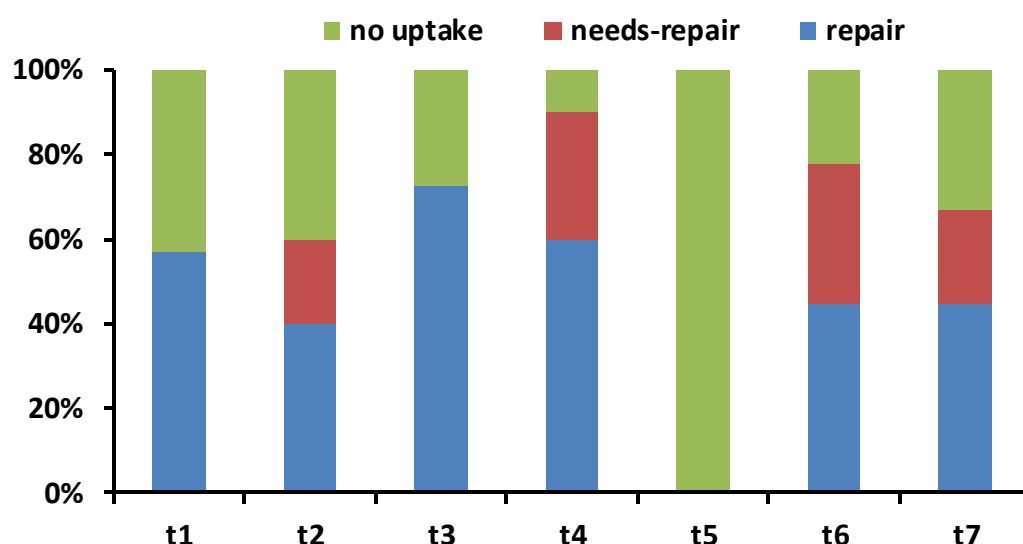


**Figure 22.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after form CF in both settings

With respect to individual distributions of uptake after form CF in primary CLIL Madrid and primary CLIL Hanoi, Table 21 and Figure 23 below show that within the Hanoi context there were two teachers in opposite positions regarding the extent of form uptake. While T4 had the highest level of uptake (90%) after form CF, T5's CF was not followed by uptake; thus, being the least effective of all seven participating teachers in the two contexts. T4, with the highest uptake percentage, was the second effective in providing this CF type, with 60% of repair and 30% of needs-repair. T1 was nearly as effective as T4 with 57.14% of repair in the total number of CF moves. T3 was the most effective in form CF with 72.73% of uptake of the repair type. It is interesting to note here that T1 and T3 were similar in that they all had 100% of uptake of the type repair and no needs-repair. It means that, in these two cases, when form uptake happened it was in the form of repair. The percentages of uptake after form CF for the three remaining teachers (T2, T6 and T7) were almost the same regarding the level of repair (T2 with 40%, T6 and T7, both with exactly 44.44%); this result reveals that these three teachers were fairly equal in the effectiveness of form CF.

**Table 21.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after form CF depending on different teachers in both settings

Form uptake	<i>N</i> (100%)	No uptake		Repair		Needs-repair	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>T1</b>	35	15	42.86	20	57.14	0	0.00
<b>T2</b>	45	18	40.00	18	40.00	9	20.00
<b>T3</b>	11	3	27.27	8	72.73	0	0.00
<b>T4</b>	10	1	10.00	6	60.00	3	30.00
<b>T5</b>	10	10	100.00	0	0.00	0	0.00
<b>T6</b>	18	4	22.22	8	44.44	6	33.33
<b>T7</b>	18	6	33.33	8	44.44	4	22.22



**Figure 23.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after form CF depending on different teachers in both settings

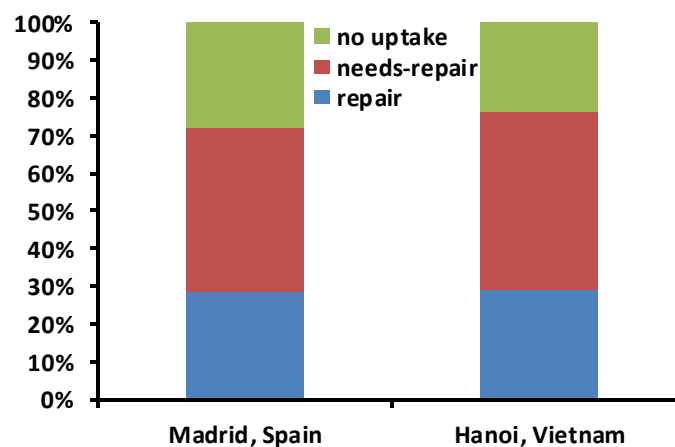
Regarding students' uptake after content CF in CLIL Madrid and CLIL Hanoi, Table 22 and Figure 24 below show that content CF was used effectively with a very high level of over 70% (repair plus needs-repair) in each context. In fact, there was over 10% more uptake after content CF than after form CF. This probably means that content CF was used more effectively than form CF in both contexts. However, there was only above 28% of repair in each case indicating that content CF was equally less effective than form CF in both contexts. This result, then, suggests that content CF which was used more often is not necessarily more effective. Another interesting thing is that the extent of needs-repair after content CF was much



higher than after form CF (43.45% in Madrid and 47.46% in Hanoi after content CF compared to 9.89% in Madrid and 23.21% in Hanoi after form CF). A possible explanation to this result can be that there is more negotiation between the teacher and students in the sequence of content CF than form CF.

**Table 22.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after content CF in both settings

Content uptake	<i>N</i> (100%)	no uptake		Repair		needs-repair	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Madrid, Spain</b>	168	47	27.98%	48	28.57%	73	43.45%
<b>Hanoi, Vietnam</b>	59	14	23.73%	17	28.81%	28	47.46%

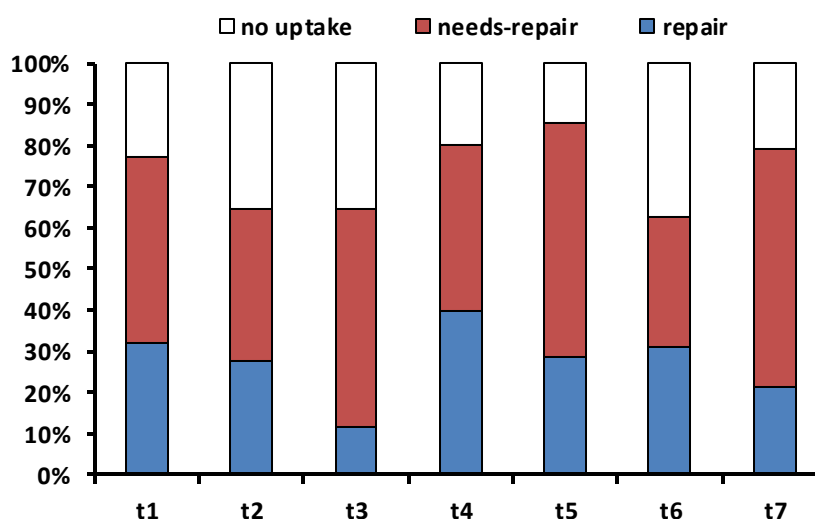


**Figure 24.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after content CF in both settings

The next table and figure provide information on the extent of uptake in the different classes across the two settings. There was a quite consistently high distribution of content uptake for all seven participating teachers in this study with T1, T4, T5 and T7 having around 80% of uptake after content CF; and T2, T3 and T6 having approximately 65% of uptake following content CF. However, regarding the percentage of repair in the total CF moves, T4 with 40% of repair was the most effective of all participating teachers in content CF, and T3 with only 11.76% was the least effective.

**Table 23.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after content CF depending on different teachers in both settings

Content uptake		No uptake		Repair		Needs-repair	
Teachers	<i>N</i> (100%)	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>T1</b>	100	23	23.00	32	32.00	45	45.00
<b>T2</b>	51	18	35.29	14	27.45	19	37.25
<b>T3</b>	17	6	35.29	2	11.76	9	52.94
<b>T4</b>	10	2	20.00	4	40.00	4	40.00
<b>T5</b>	14	2	14.29	4	28.57	8	57.14
<b>T6</b>	16	6	37.50	5	31.25	5	31.25
<b>T7</b>	19	4	21.05	4	21.05	11	57.89



**Figure 25.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after content CF depending on different teachers in both settings

In the following section, the information on the extent of uptake after the three main types of form CF and then content CF will be presented. This is to find out, within each broad category (form and content), which CF type (explicit correction, recasts or prompts) was the most effective in primary CLIL Spain and primary CLIL Vietnam.

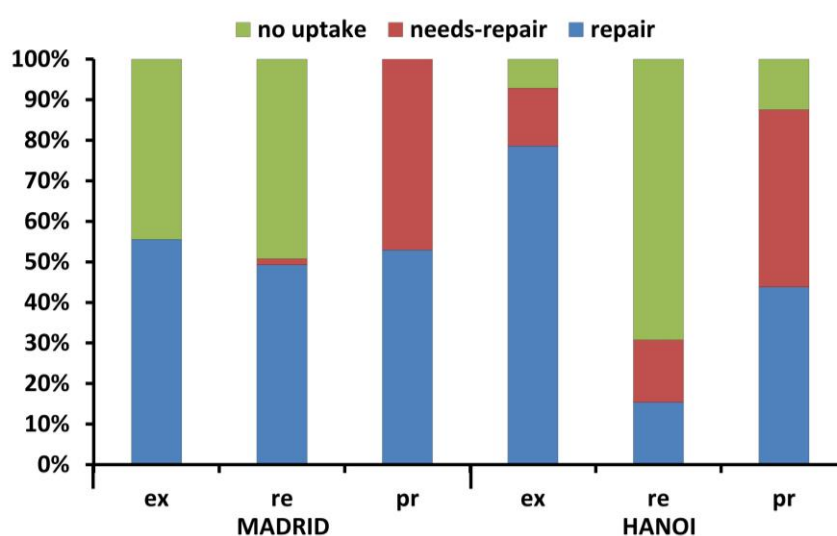
### 5.3.2 Learner uptake after explicit correction, recasts and prompts

Table 24 and Figure 26 below show that the Madrid teachers used all the three CF types on form effectively with nearly 50% to 55% of repair in total form CF moves; this means that explicit correction, recasts and prompts were equally effective when used to provide form CF in the case of Madrid. In Hanoi, the teachers used explicit correction on form the most effectively with 78.57% of repair, prompts as the second effectively with 43.75% of repair, then

recasts as the least effectively in correcting errors on form with only 15.38%. Noticeably, in both contexts, there was the highest percentage of needs-repair following form prompts (47.06% in Madrid and 43.75% in Hanoi); this will be likely converted into repair, therefore suggesting the possibility of prompts as the most effective CF type on form in the Madrid context and as the second effective after explicit correction in Hanoi. It is surprising to see that, even though recasts were used the most often to provide form CF in both settings, it was, actually, the least effective also in both. The most effective CF type on form in Madrid and also in Hanoi was explicit correction; then prompts as the secondly effective. All these results, again, suggest that the most frequent CF type on form will not always lead to the most effectiveness.

**Table 24.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of form CF (explicit correction, recasts and prompts) in both settings

	Form uptake after	<i>N</i> (100%)	No uptake		Repair		Needs-repair	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Madrid, Spain</b> (N=91)	<b>explicit correction</b>	9	4	44.44	5	55.56	0	0.00
	<b>recasts</b>	65	32	49.23	32	49.23	1	1.54
	<b>prompts</b>	17	0	0.00	9	52.94	8	47.06
<b>Hanoi, Vietnam</b> (N=56)	<b>explicit correction</b>	14	1	7.14	11	78.57	2	14.29
	<b>recasts</b>	26	18	69.23	4	15.38	4	15.38
	<b>prompts</b>	16	2	12.50	7	43.75	7	43.75

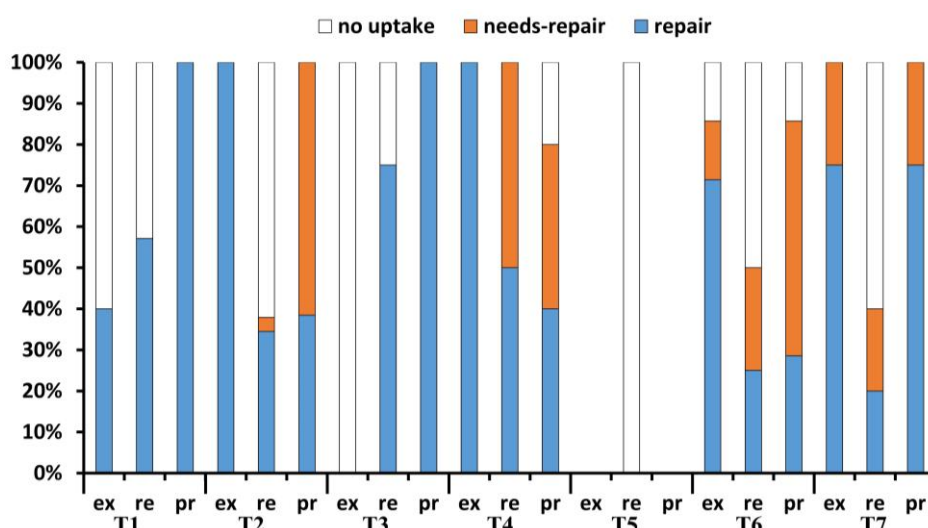


**Figure 26.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of form CF (explicit correction, recasts and prompts) in both settings

The next table and figure show the extent of uptake after three main types of CF on form depending on different teachers in both settings. In the Madrid setting, T1 and T3 used form prompts the most effectively with 100% of repair each case; T2, however, used explicit correction on form the most effectively also with 100% of repair. This result, then, also applied to two cases in the Hanoi setting (T4 and T6); T4 used explicit correction on form with 100% of repair and T6 with over 70% of repair. T5 only employed recasts on form, and these were completely ineffective with 100% of no uptake. T7 used both explicit correction on form and prompts on form effectively with 75% of repair following each one. In sum, although patterns of use could be observed across contexts, there were also individual differences in the effectiveness of form CF; for example, T3 in Madrid used explicit correction on form ineffectively with no uptake, and T2 used it effectively. It is also necessary to acknowledge here that some of the numbers are very low, so the percentages per individual teachers need to be taken with caution.

**Table 25.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of form CF (explicit correction, recasts and prompts) depending on different teachers in both settings

	Form uptake after	N	No-uptake		Repair		Needs-repair	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
T1	Explicit-correction	5	3	60.00	2	40.00	0	0.00
	Recast	28	12	42.86	16	57.14	0	0.00
	Prompts	2	0	0.00	2	100.00	0	0.00
T2	Explicit-correction	3	0	0.00	3	100.00	0	0.00
	Recast	29	18	62.07	10	34.48	1	3.45
	Prompts	13	0	0.00	5	38.46	8	61.54
T3	Explicit-correction	1	1	100.00	0	0.00	0	0.00
	Recast	8	2	25.00	6	75.00	0	0.00
	Prompts	2	0	0.00	2	100.00	0	0.00
T4	Explicit-correction	3	0	0.00	3	100.00	0	0.00
	Recast	2	0	0.00	1	50.00	1	50.00
	Prompts	5	1	20.00	2	40.00	2	40.00
T5	Explicit-correction	0	0	0.00	0	0.00	0	0.00
	Recast	10	10	100.00	0	0.00	0	0.00
	Prompts	0	0	0.00	0	0.00	0	0.00
T6	Explicit-correction	7	1	14.29	5	71.43	1	14.29
	Recast	4	2	50.00	1	25.00	1	25.00
	Prompts	7	1	14.29	2	28.57	4	57.14
T7	Explicit-correction	4	0	0.00	3	75.00	1	25.00
	Recast	10	6	60.00	2	20.00	2	20.00
	Prompts	4	0	0.00	3	75.00	1	25.00



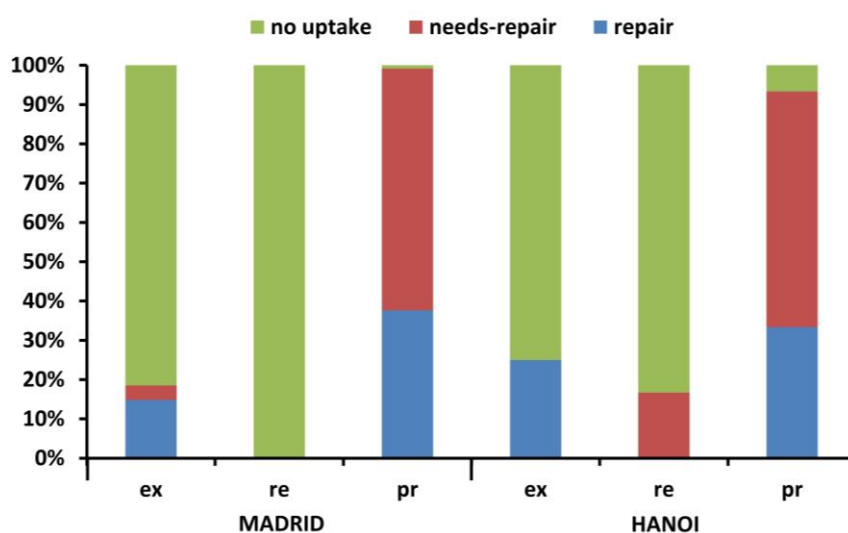
**Figure 27.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of form CF (explicit correction, recasts and prompts) depending on different teachers in both settings

Moving on to content CF, Table 26 and Figure 28 below show the uptake extent following explicit correction, recasts and prompts on content in primary CLIL Madrid and primary CLIL Hanoi. In both settings, content prompts led to the highest percentage of repair (37.61% in Madrid and 33.33% in Hanoi); explicit correction on content resulted in lower percentage of repair (14.81% in Madrid and 25% in Hanoi); recasts on content were the least effective CF type with no uptake in Madrid and no repair in Hanoi. Additionally, needs-repair was resulted the most from content prompts in both contexts (61.54% in Madrid and 60% in Hanoi). This result was similar to the finding of needs-repair (47.06% in Madrid and 43.75% in Hanoi) in the previous part on uptake after explicit correction, recasts and prompts, on form. This can be explained in part by the fact that prompts naturally allow a bilateral negotiation between teachers and students (Lyster, 1998). When teachers use a clue to prompt students to self-correct their mistake either on language form or on content, there is always space for students to respond back to the teacher to negotiate an answer, often after several turns. So, uptake moves occur a lot in such sequences with both students' repair and needs-repair responses. In contrast, when the teacher uses explicit correction or recasts, which means a correct answer is provided with or without explanation, students normally have no chance or there is no need to negotiate for the answer any more; thus there are fewer students' uptake moves after explicit correction and recasts. To conclude here, content prompts, which were used the most frequently in both settings<sup>1</sup>, were also the most effective CF type leading to the highest percentage of repair and needs-repair in both Madrid and Hanoi.

<sup>1</sup> Refer back to Table 12 and Figure 14

**Table 26.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of content CF (explicit correction, recasts and prompts) in both settings

	Content uptake after	N	No uptake		Repair		Needs-repair	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Madrid, Spain</b> (N=168)	<b>Explicit correction</b>	27	22	81.48	4	14.81	1	3.70
	<b>Recasts</b>	24	24	100.00	0	0.00	0	0.00
	<b>Prompts</b>	117	1	0.85	44	37.61	72	61.54
<b>Hanoi, Vietnam</b> (N=59)	<b>Explicit correction</b>	8	6	75.00	2	25.00	0	0.00
	<b>Recasts</b>	6	5	83.33	0	0.00	1	16.67
	<b>Prompts</b>	45	3	6.67	15	33.33	27	60.00



**Figure 28.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of content CF (explicit correction, recasts and prompts) in both settings

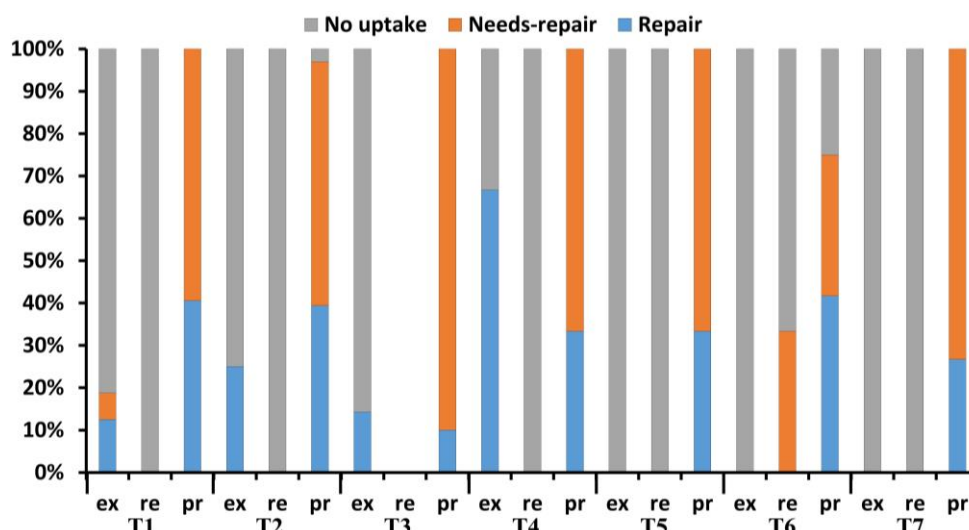
The next table and figure provide more detailed information on the extent of uptake after the three types of content CF used by individual teachers in both contexts. The percentages of uptake following content prompts stand out as the highest figures for all seven participating teachers in both Madrid and Hanoi with five teachers (T1, T2, T5, T6 and T7) having the highest level of repair after content prompts; T3 in the Madrid context and T4 in the Hanoi context, however, did not follow the overall pattern shared between the two contexts with more repair resulted from explicit correction on content than from prompts on content. The results in this part reveal that content prompts, which were the most frequently used CF type in both CLIL

Spain and CLIL Vietnam<sup>2</sup>, were also the most effective CF type in most cases across the two CLIL contexts.

**Table 27.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of content CF (explicit correction, recasts and prompts) depending on different teachers in both settings

Content uptake after		N	No-uptake		Repair		Needs-repair	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>T1</b>	<b>Explicit-correction</b>	16	13	81.25	2	12.50	1	6.25
	<b>Recast</b>	10	10	100.00	0	0.00	0	0.00
	<b>Prompts</b>	74	0	0.00	30	40.54	44	59.46
<b>T2</b>	<b>Explicit-correction</b>	4	3	75.00	1	25.00	0	0.00
	<b>Recast</b>	14	14	100.00	0	0.00	0	0.00
	<b>Prompts</b>	33	1	3.03	13	39.39	19	57.58
<b>T3</b>	<b>Explicit-correction</b>	7	6	85.71	1	14.29	0	0.00
	<b>Recast</b>	0	0	0.00	0	0.00	0	0.00
	<b>Prompts</b>	10	0	0.00	1	10.00	9	90.00
<b>T4</b>	<b>Explicit-correction</b>	3	1	33.33	2	66.67	0	0.00
	<b>Recast</b>	1	1	100.00	0	0.00	0	0.00
	<b>Prompts</b>	6	0	0.00	2	33.33	4	66.67
<b>T5</b>	<b>Explicit-correction</b>	1	1	100.00	0	0.00	0	0.00
	<b>Recast</b>	1	1	100.00	0	0.00	0	0.00
	<b>Prompts</b>	12	0	0.00	4	33.33	8	66.67
<b>T6</b>	<b>Explicit-correction</b>	1	1	100.00	0	0.00	0	0.00
	<b>Recast</b>	3	2	66.67	0	0.00	1	33.33
	<b>Prompts</b>	12	3	25.00	5	41.67	4	33.33
<b>T7</b>	<b>Explicit-correction</b>	3	3	100.00	0	0.00	0	0.00
	<b>Recast</b>	1	1	100.00	0	0.00	0	0.00
	<b>Prompts</b>	15	0	0.00	4	26.67	11	73.33

<sup>2</sup> Refer back to Table 15 and Figure 17



**Figure 29.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after different types of content CF (explicit correction, recasts and prompts) depending on different teachers in both settings

### 5.3.3 Learner uptake after prompts on content

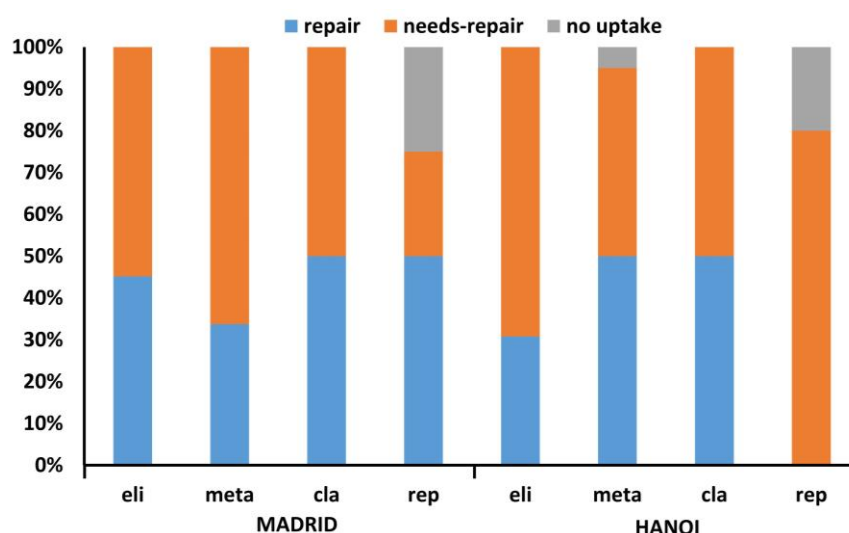
This section focuses specifically on content prompts because it was the most common of all CF types in the two contexts. Table 28 and Figure 30 below show that content prompts were used effectively in all 4 sub-types in both contexts except for the case of prompt repetition in Hanoi with 80% of needs-repair but no repair. Other sub-types of content prompts in these contexts (elicitation, metalinguistic clue and clarification request) were used effectively with 30% of repair for the first and 50% of repair each for the second and the third. In the Madrid context, elicitation, metalinguistic clue and clarification request all resulted in 100% of uptake in each case though clarification request was the most effective with 50% of repair, elicitation was secondly effective with 45.16% of repair, and lastly metalinguistic clue with 33.75%. Repetition also led to 50% of repair, so, as effective as clarification request. To conclude here, although metalinguistic clue on content was the most frequently used in the two contexts under the study with very high percentages (68.38% in Madrid and 44.44% in Hanoi<sup>3</sup>), this CF type did not always lead to the highest effectiveness. For example, in the case of Madrid, metalinguistic clue on content was even the least effective of all 4 sub-types with only 33.75% of repair; meanwhile other less common types, such as clarification request on content in both contexts and repetition on content in the context of Madrid, all were the most effective with 50% of repair in some cases.

<sup>3</sup> Refer back to Table 17 and Figure 19



**Table 28.** Occurrences and percentage distribution of no uptake and uptake (including repair and needs-repair) after four sub-types of content prompts in both settings

Place	Content uptake after	N	No uptake		Repair		Needs-repair	
			n	%	n	%	n	%
<b>Madrid, Spain</b> (N=117/259 total CF moves)	<b>Elicitation</b>	31	0	0.00	14	45.16	17	54.84
	<b>Metalinguistic clue</b>	80	0	0.00	27	33.75	53	66.25
	<b>Clarification request</b>	2	0	0.00	1	50.00	1	50.00
	<b>Repetition</b>	4	1	25.00	2	50.00	1	25.00
<b>Hanoi, Vietnam</b> (N=45/115 total CF moves)	<b>Elicitation</b>	13	0	0.00	4	30.77	9	69.23
	<b>Metalinguistic clue</b>	20	1	5.00	10	50.00	9	45.00
	<b>Clarification request</b>	2	0	0.00	1	50.00	1	50.00
	<b>Repetition</b>	10	2	20.00	0	0.00	8	80.00



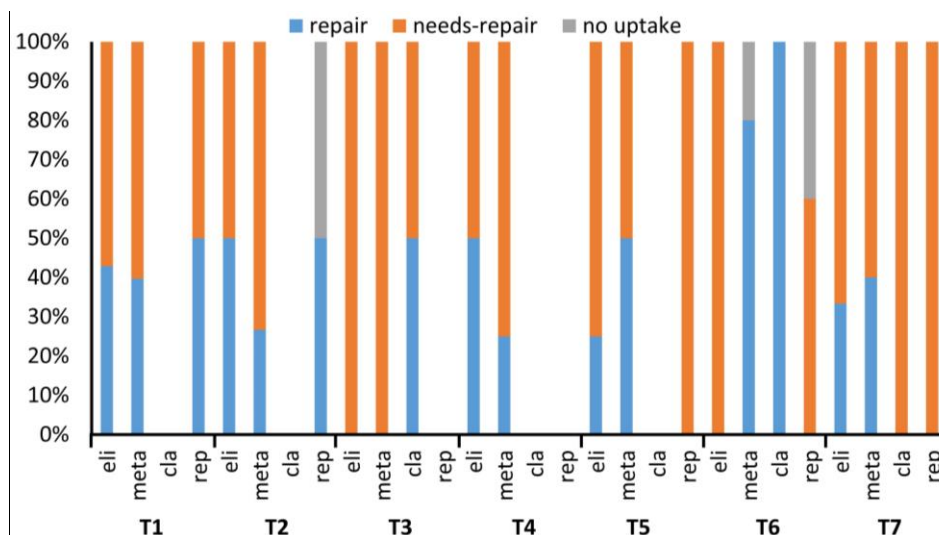
**Figure 30.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after four sub-types of content prompts in both settings

Let's now see how effective those sub-types of content prompts were in the figures for individual teachers. It is clearly seen that in all three cases in Madrid, metalinguistic clue on content was not the most effective CF type, but it was repetition on content in the case of T1 with 50% of repair, both repetition on content and elicitation on content in the case of T2, also, with 50% of repair, and clarification request on content in the case of T3, again, with 50% of repair. However, it is necessary to note that the occurrences for these cases are very small (only 2 occurrences for each case). Meanwhile other numbers in this context (except for 1 elicitation move in T3) were all much bigger (for elicitation and metalinguistic clue: 14 and 58 moves in

T1, respectively, and 16 and 15 in T2, respectively; for metalinguistic clue: 7 moves in T3). Another thing is that clarification request was not employed in T1 and T2; and not repetition in T3. In the context of Hanoi, again, no one mirrored the pattern for the whole context. Some noticeable features are as follows: T4, T5 and T7 were similar in that they all used elicitation on content and metalinguistic on content effectively, but different in that T4 used the former more effectively than the latter while the reverse was true in T5 and T7. Additionally, clarification request on content and repetition on content were not employed by T4; and clarification request did not appear in T5, either. T6 used both metalinguistic clue on content and clarification request on content the most effectively of all the teachers with 80% of repair in the first CF type and 100% of repair in the second type. Still caution should be taken into account in the number for clarification request in this case because it was only 1 occurrence. These results, then, suggest that in all seven cases under this study, metalinguistic clue on content was the most common (if not, the second common in T2 and T7), but it was not always the most effective. So, the effectiveness of CF did not depend on the frequency.

**Table 29.** Occurrences of no uptake and uptake (including repair and needs-repair) after four sub-types of content prompts depending on different teachers in both settings

	Content uptake after	N	No-uptake		Repair		Needs-repair	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>T1</b>	Elicitation	14	0	0.00	6	42.86	8	57.14
	Metalinguistic-clue	58	0	0.00	23	39.66	35	60.34
	Clarification-request	0	0	0.00	0	0.00	0	0.00
	Repetition	2	0	0.00	1	50.00	1	50.00
<b>T2</b>	Elicitation	16	0	0.00	8	50.00	8	50.00
	Metalinguistic-clue	15	0	0.00	4	26.67	11	73.33
	Clarification-request	0	0	0.00	0	0.00	0	0.00
	Repetition	2	1	50.00	1	50.00	0	0.00
<b>T3</b>	Elicitation	1	0	0.00	0	0.00	1	100.00
	Metalinguistic-clue	7	0	0.00	0	0.00	7	100.00
	Clarification-request	2	0	0.00	1	50.00	1	50.00
	Repetition	0	0	0.00	0	0.00	0	0.00
<b>T4</b>	Elicitation	2	0	0.00	1	50.00	1	50.00
	Metalinguistic-clue	4	0	0.00	1	25.00	3	75.00
	Clarification-request	0	0	0.00	0	0.00	0	0.00
	Repetition	0	0	0.00	0	0.00	0	0.00
<b>T5</b>	Elicitation	4	0	0.00	1	25.00	3	75.00
	Metalinguistic-clue	6	0	0.00	3	50.00	3	50.00
	Clarification-request	0	0	0.00	0	0.00	0	0.00
	Repetition	2	0	0.00	0	0.00	2	100.00
<b>T6</b>	Elicitation	1	0	0.00	0	0.00	1	100.00
	Metalinguistic-clue	5	1	20.00	4	80.00	0	0.00
	Clarification-request	1	0	0.00	1	100.00	0	0.00
	Repetition	5	2	40.00	0	0.00	3	60.00
<b>T7</b>	Elicitation	6	0	0.00	2	33.33	4	66.67
	Metalinguistic-clue	5	0	0.00	2	40.00	3	60.00
	Clarification-request	1	0	0.00	0	0.00	1	100.00
	Repetition	3	0	0.00	0	0.00	3	100.00



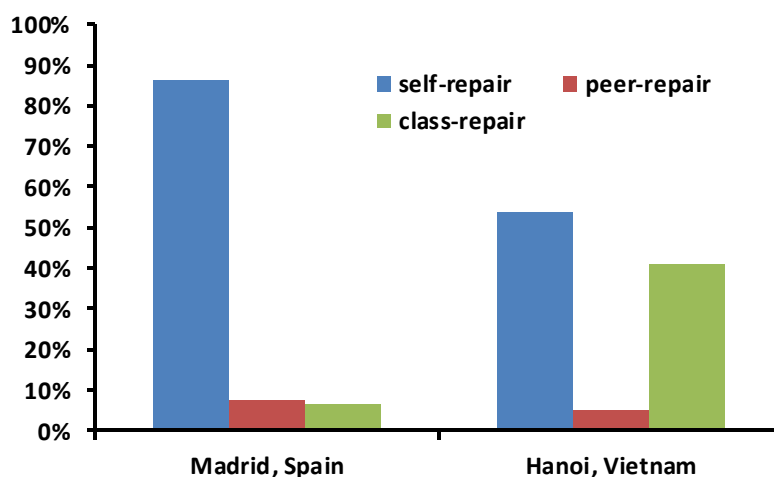
**Figure 31.** Percentage distribution of no uptake and uptake (including repair and needs-repair) after four sub-types of content prompts depending on different teachers in both settings

### 5.3.4 Repair types

This last part of the quantitative results shows the results on different types of repair and needs-repair comparing primary CLIL Spain and primary CLIL Vietnam. In this part, class-repair was added as it happened quite often in the context of Hanoi; in turn, repetition and incorporation were not included due to their irrelevance in the data. Table 30 and Figure 32 below clearly show that self-repair happened the most often in both primary CLIL Spain and primary CLIL Vietnam with a much higher percentage for Spain (86.17%) compared to slightly over half of all occurrences (53.85%) for Vietnam. In the Madrid CLIL classrooms, both peer-repair and class-repair occurred very infrequently with a much lower percentage (around 7% for each type). In contrast, in the Hanoi CLIL classrooms, class-repair was used much more often (over 41% of all repair types), closely following self-repair (over 53%), leaving peer-repair with only above 5%.

**Table 30.** Occurrences and percentage distribution of repair types comparing primary CLIL Spain and primary CLIL Vietnam

Repair types	Madrid, Spain N=94 (100%)		Hanoi, Vietnam N=39 (100%)	
	<i>n</i>	%	<i>n</i>	%
self-repair	81	86.17	21	53.85
peer-repair	7	7.45	2	5.13
class-repair	6	6.38	16	41.03



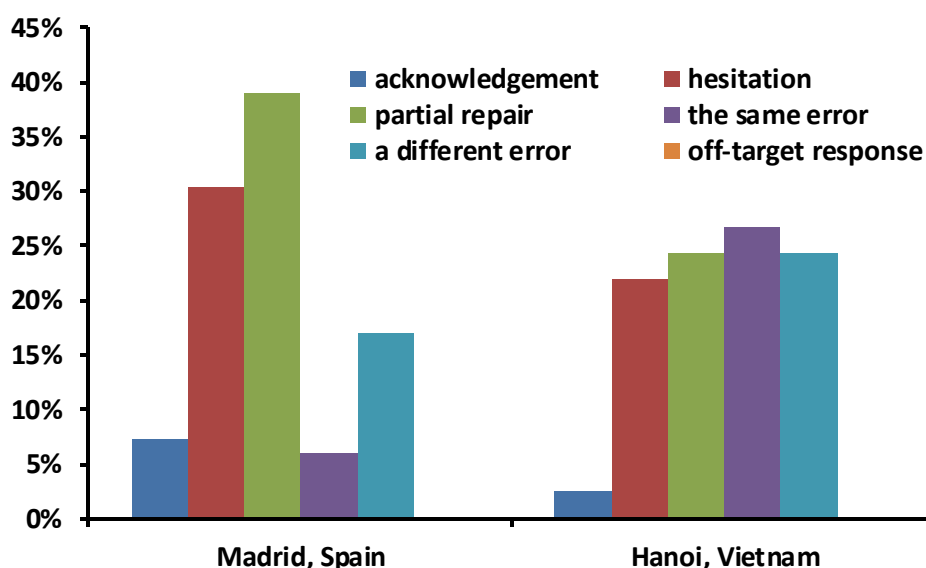
**Figure 32.** Percentage distribution of repair types comparing primary CLIL Spain and primary CLIL Vietnam

### 5.3.5 Needs-repair types

It is noticeable from Table 31 and Figure 33 below that there were no occurrences of off-target responses, those which are irrelevant to the topic, in any of the two contexts. Additionally, there were not big differences between the two contexts in the percentage distributions of the following sub-types: acknowledgement, hesitation, partial repair and different error with quite comparable percentages across the contexts (about 7%, 30%, 39% and 17% respectively for Madrid and 2%, 22%, 24% and 24% respectively for Hanoi). The difference was in the percentage distribution of the same error; while the same error occurred very infrequently in Madrid with above 6%, it happened quite often in Hanoi with approximately 27%.

**Table 31.** Occurrences and percentage distribution of different needs-repair types comparing primary CLIL Spain and primary CLIL Vietnam

Needs-repair types	Madrid, Spain N=82 (100%)		Hanoi, Vietnam N=41(100%)	
	<i>n</i>	%	<i>n</i>	%
<b>Acknowledgement</b>	6	7.32	1	2.44
<b>Hesitation</b>	25	30.49	9	21.95
<b>Partial repair</b>	32	39.02	10	24.39
<b>The same error</b>	5	6.10	11	26.83
<b>A different error</b>	14	17.07	10	24.39
<b>Off-target response</b>	0	0.00	0	0.00



**Figure 33.** Percentage distribution of different needs-repair types comparing primary CLIL Spain and primary CLIL Vietnam

The following table summarizes the teachers' CF use at the primary level in both CLIL Madrid Spain and CLIL Hanoi Vietnam.

**Table 32.** Complete table of the teachers' CF use in primary CLIL Spain and primary CLIL Vietnam

		N	CF moves		No-uptake		Repair		Needs-repair	
		135	Form	Content	Form	Content	Form	Content	Form	Content
<b>T1</b>	<b>Explicit correction</b>	21	5	16	3	13	2	2	0	1
	<b>Recast</b>	38	28	10	12	10	16	0	0	0
	<b>Prompts</b>	76	2	74	0	0	2	30	0	44
	Elicitation	15	1	14	0	0	1	6	0	8
	Metalinguistic clue	59	1	58	0	0	1	23	0	35
	Clarification request	0	0	0	0	0	0	0	0	0
	Repetition	2	0	2	0	0	0	1	0	1
		N	CF moves		No-uptake		Repair		Needs-repair	
		96	Form	Content	Form	Content	Form	Content	Form	Content
<b>T2</b>	<b>Explicit correction</b>	7	3	4	0	3	3	1	0	0
	<b>Recast</b>	43	29	14	18	14	10	0	1	0
	<b>Prompts</b>	46	13	33	0	1	5	13	8	19
	Elicitation	27	11	16	0	0	4	8	7	8
	Metalinguistic clue	16	1	15	0	0	1	4	0	11
	Clarification request	0	0	0	0	0	0	0	0	0
	Repetition	3	1	2	0	1	0	1	1	0

		N	CF moves		No-uptake		Repair		Needs-repair	
		28	Form	Content	Form	Content	Form	Content	Form	Content
<b>T3</b>	<b>Explicit correction</b>	8	1	7	1	6	0	1	0	0
	<b>Recast</b>	8	8	0	2	0	6	0	0	0
	<b>Prompts</b>	12	2	10	0	0	2	1	0	9
	Elicitation	1	0	1	0	0	0	0	0	1
	Metalinguistic clue	9	2	7	0	0	2	0	0	7
	Clarification request	2	0	2	0	0	0	1	0	1
	Repetition	0	0	0	0	0	0	0	0	0

		N	CF moves		No-uptake		Repair		Needs-repair	
		20	Form	Content	Form	Content	Form	Content	Form	Content
<b>T4</b>	<b>Explicit correction</b>	6	3	3	0	1	3	2	0	0
	<b>Recast</b>	3	2	1	0	1	1	0	1	0
	<b>Prompts</b>	11	5	6	1	0	2	2	2	4
	Elicitation	4	2	2	0	0	0	1	2	1
	Metalinguistic clue	7	3	4	1	0	2	1	0	3
	Clarification request	0	0	0	0	0	0	0	0	0
	Repetition	0	0	0	0	0	0	0	0	0

		N	CF moves		No-uptake		Repair		Needs-repair	
		24	Form	Content	Form	Content	Form	Content	Form	Content
<b>T5</b>	<b>Explicit correction</b>	1	0	1	0	1	0	0	0	0
	<b>Recast</b>	11	10	1	10	1	0	0	0	0
	<b>Prompts</b>	12	0	12	0	0	0	4	0	8
	Elicitation	4	0	4	0	0	0	1	0	3
	Metalinguistic clue	6	0	6	0	0	0	3	0	3
	Clarification request	0	0	0	0	0	0	0	0	0
	Repetition	2	0	2	0	0	0	0	0	2

		N	CF moves		No-uptake		Repair		Needs-repair	
		34	Form	Content	Form	Content	Form	Content	Form	Content
<b>T6</b>	<b>Explicit correction</b>	8	7	1	1	1	5	0	1	0
	<b>Recast</b>	7	4	3	2	2	1	0	1	1
	<b>Prompts</b>	19	7	12	1	3	2	5	4	4
	Elicitation	5	4	1	0	0	1	0	3	1
	Metalinguistic clue	8	3	5	1	1	1	4	1	0
	Clarification request	1	0	1	0	0	0	1	0	0
	Repetition	5	0	5	0	2	0	0	0	3

		N	CF moves		No-uptake		Repair		Needs-repair	
		37	Form	Content	Form	Content	Form	Content	Form	Content
<b>Explicit correction</b>		7	4	3	0	3	3	0	1	0
<b>Recast</b>		11	10	1	6	1	2	0	2	0
<b>Prompts</b>		19	4	15	0	0	3	4	1	11
<b>T7</b>	Elicitation	9	3	6	0	0	2	2	1	4
	Metalinguistic clue	5	0	5	0	0	0	2	0	3
	Clarification request	1	0	1	0	0	0	0	0	1
	Repetition	4	1	3	0	0	1	0	0	3

## 5.4 Discussion

This section is devoted to commenting on the most important findings yielded from the above quantitative analysis. In response to the first three research questions regarding (1) the use of CF on form and CF on content across CLIL in Spain and CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade level; (2) the frequency of different types of CF: explicit correction, recasts and prompts, within the two broad categories (form CF and content CF) in both contexts, the most frequently-used type(s), and similarities and differences across the contexts; and (3) the learners' responses to the different CF types, the most effective type of CF used in the two settings, and also similarities and differences across the contexts in this aspect.

### 5.4.1 The frequency of CF on form and CF on content

- CF on content was higher than CF on form in both contexts; CF on content was almost double CF on form in Madrid, but slightly over CF on form in Hanoi. This means that the Madrid teachers corrected their learners' content errors nearly twice as much as their errors on language form, but the Hanoi teachers corrected their students' errors on content knowledge almost to the same extent as errors on language form. A possible explanation for this difference is that while the Spanish/English bilingual program was officially implemented in two participating schools in Madrid in 2005/2006 and in another in 2008/2009, the Vietnamese/English bilingual program had just been incorporated partly into the school curriculum. It started in 2008/2009 in one participating school and in 2012/2013 in the other one, and was still in the pilot period. So, probably teachers and students in the Madrid schools had been focusing more on science content knowledge than on English language form; in contrast, their counterparts in the Hanoi schools had been experimenting a new teaching and learning approach – CLIL science lessons – with much less experience, and still paying a lot of



attention to correct English use even in content lessons, as they would do in English lessons.

- For the use of form CF and content CF by different teachers across the two contexts, all three teachers in the Madrid schools (T1, T2 and T3) employed more content CF than form CF, especially teacher 1 (T1), who used content CF three times as often as form CF. In contrast, in the Hanoi schools only T5 and T7 used more content CF than form CF; T4 employed content CF and form CF equally often, and T6 differed from all the other teachers in using more form CF than content CF. Clearly, there was the CF pattern in each context; there were also individual differences across contexts.

#### **5.4.2 The frequency of different types of CF: explicit correction, recasts and prompts**

- Interestingly, prompts were found as the most frequent type of CF, which accounted more than half of the total CF moves; recasts were used secondly; and explicit correction was used the least. This pattern applied to both primary CLIL in Madrid, Spain and primary CLIL in Hanoi, Vietnam. However, this result is different from what was found in a previous study by Llinares and Lyster (2014) on the CF pattern across CLIL in Spain, French Immersion (FI) in Canada and Japanese Immersion (JI) in the US. In all three primary contexts in their study, recasts were the most commonly used, prompts followed, then explicit correction came far behind. To a high extent, the reason for this difference could rely on two different ways of implementing the same model of CF. In Llinares and Lyster (2014) 's study and also in a number of other studies on CF (such as Lyster and Ranta 1997; Ellis et al. 2001; Panova and Lyster 2002; Tsang 2004; and Lyster and Mori 2006), the CF model was employed to analyze CF on language form only. In turn, the current study adapted the same CF model for the analysis of both form and content CF, and this can explain the different frequency pattern obtained in the present study.
- When separating CF on form from CF on content, there was a similar pattern in both settings: recasts were used the most often; prompts followed secondly; and lastly explicit correction. Actually, this pattern of CF on form is different from the overall pattern when form CF and content CF were analyzed together, but the same as the frequency pattern found in a number of previous studies on CF throughout different instructional settings as already mentioned in the previous paragraph.
- With respect to the three different CF types on form used by different teachers across the two settings, all three participating teachers (T1, T2 and T3) in Madrid employed

recasts the most often; the four participating teachers in Hanoi, however, represented four variances in the use of CF on form. T5 used 100% of recasts to correct her students' errors on language form; logically, this contributed the most to the overall percentage of recasts on form in the Vietnam setting. T7 also used this CF type more often than other types; but both T4 and T6 employed it the least often. In the case of T4, form prompts were used the most often, and in the case of T6, both form prompts and explicit correction on form were used equally often.

- On content, a very similar pattern recorded for both contexts: prompts were the most frequent; explicit correction came far behind; and recasts followed lastly. It means that in the two contexts under the current investigation, prompts accounted for a vast majority of CF moves when the teachers provided CF on content. A possible explanation is that in CLIL classes it makes sense that the teachers want to check if the students know the answer by prompting them to provide it in case of error, while the form is less relevant and thus addressed in a way that does not require to stop the flow of discourse and therefore mostly through recasts.
- For different teachers' distribution, all seven participating teachers in both contexts mainly employed prompts when dealing with their learners' content errors.
- Of 4 sub-types of prompts on content, metalinguistic clue was the most frequent in both primary CLIL settings. Beside metalinguistic clue, the teachers in Madrid Spain used elicitation as the secondly frequent type, and clarification request and repetition were used in a much lower percentage. In the context of Hanoi, the teachers also used metalinguistic clue on content the most often, but the gaps between metalinguistic clue and other types were not as big as in the case of Madrid. Elicitation was also the secondly frequent, repetition the third, and clarification request the last.
- In Madrid Spain, both T1 and T3 employed metalinguistic clue the most often; T2 was different in using both metalinguistic clue and elicitation equally as the most common. In Hanoi Vietnam, metalinguistic clue was also among the most frequent sub-types of prompts on content but not with such high percentages as in the Madrid context; this is true for T4, T5 and T6, but not for T7 who favored elicitation over metalinguistic clue.

#### **5.4.3 The student's responses**

- The same pattern was observed in both contexts with about 2/3 of uptake occurrences and 1/3 of no uptake.

- Regarding the uptake level following form CF, both Madrid and Hanoi revealed a nearly equal distribution of uptake (just above 60% in the total CF moves); this seems that when correcting the students' errors on language form, the teachers in both contexts were equally effective. However, with most of uptake moves of the type repair, the Madrid teachers were more effective than those in the Hanoi context in correcting the student's errors on form.
- With respect to individual distributions of uptake after form CF, T5 in Hanoi was the least effective of all seven participating teachers in the two contexts with no uptake; T1 and T3 in Madrid, in contrast, were effective with 100% of uptake as repair.
- Regarding the students' responses after content CF, there was a very high level of the total uptake moves (over 70% in the total CF moves) in both contexts, over 10% more uptake than the uptake level after form CF; this probably means that content CF was used more effectively than form CF in the two contexts. However, only less than half of uptake was repair in each case, which indicates that in fact, content CF was equally less effective than form CF in both contexts. This result, then, suggests that content CF which was used more often is not necessarily more effective.
- For individual distributions, all seven participating teachers in this study mirrored the overall pattern of uptake after content CF for the whole contexts with from about 65% to 85% of uptake but only less than half as repair.
- Regarding the uptake levels resulted from three CF types: explicit correction, recasts and prompts on form, the study found that even though recasts were used the most often to provide form CF in both settings; it was, however, the least effective in both contexts. The most effective CF type on form in the two contexts was explicit correction; then, prompts as the secondly effective. It means that the most frequent CF type on form did not lead to the most effectiveness.
- Although there was the same pattern for both context in the extent of uptake after form CF, there was also individual differences in the effectiveness of form CF across the contexts. For example, T3 in Madrid used explicit correction on form 100% ineffectively with no uptake, and T5 only used recasts on form but completely ineffectively with no uptake. However, it is necessary to acknowledge here that the numbers are very low, so the percentages per individual teachers need to be taken with caution.

- On content, in both settings, prompts led to the highest percentage of repair, followed by explicit correction, and recasts were the least effective CF type with no uptake in Madrid and no repair in Hanoi. Additionally, needs-repair was resulted the most from content prompts in both contexts. This result was similar to the finding of needs-repair after form prompts. This can be explained in part by the fact that prompts naturally allow a bilateral negotiation between teachers and students (Lyster, 1998). When teachers use a clue to prompt students to self-correct their mistake either on language form or on content, there is always space for students to respond back to the teacher to negotiate an answer, often after several turns. So, uptake moves occur a lot in such sequences with both students' repair and needs-repair responses. In contrast, when the teacher uses explicit correction or recasts, which means a correct answer is provided with or without explanation, students normally have no chance or there is no need to negotiate for the answer any more; thus there are fewer students' uptake moves after explicit correction and recasts.
- Regarding the distributions of individual teachers to the overall uptake after content CF, the percentage of uptake following content prompts also stands out as the highest figure for all seven participating teachers in both Madrid and Hanoi with five teachers (T1, T2, T5, T6 and T7) having the highest level of repair after content prompts; T3 in the Madrid context and T4 in the Hanoi context, however, did not follow this overall pattern shared between the two contexts with more repair resulted from explicit correction on content than from prompts on content.
- On content prompts with 4 sub-types, although metalinguistic clue was the most frequently used in the two contexts under the study, this CF type did not always lead to the most effectiveness. For example, in Madrid, metalinguistic clue was even the least effective of all 4 sub-types; meanwhile other less common CF types on content, such as clarification request and repetition, were the most effective in some cases. The same result was found in individual teachers' distributions; so, the effectiveness of CF did not depend on the frequency.
- Some other differences found between CLIL Madrid and CLIL Hanoi include: (a) class-repair occurred infrequently in the CLIL classrooms in Madrid but quite frequently in Hanoi because the Vietnamese teachers in the study often requested the whole class to repeat the correct answer especially after explicit correction; (b) while the percentage of the same error was very low in the context of CLIL Madrid, it was quite high in Hanoi. This means that the students in the Madrid context were better at recognizing their teacher's cues to avoid the same error than their counterparts in Hanoi.



## **CHAPTER 6: CLASSROOM INTERACTIONAL COMPETENCE: RESULTS AND DISCUSSION**

In this chapter, I will present the main results and discussion regarding the most relevant features of teachers' CIC found in the analysis. Three key features of CIC were used for the analysis and further discussion: (1) The convergence of pedagogic goals and the use of language, (2) Space created for learning opportunities and (3) Shaping students' contributions. Interactional CF was analyzed as a single strategy on its own right and also as an inner element existing within each CIC feature. The identification of CF use was clearly indicated by referring to each line in the transcription. Based on the main results of CF frequency and effectiveness in the quantitative analysis, 17 extracts (8 from Madrid and 9 from Hanoi) were selected so as to represent the teachers' use of CF. Three extracts per teacher (except for T3 with only 2 extracts) together with their recall commentary were used for the analysis of the teachers' competence in classroom interaction. First, the three teachers in the Madrid context (T1, T2 and T3) will be presented, followed by other three teachers in the Hanoi setting (T4, T5 and T6). Initially, there were four participating teachers in primary CLIL Hanoi, but one dropped out for the second stage of the data collection, thus, not being included here in this analysis of CIC features. Then, a section on discussion of the main results is presented at the end of this analysis. We now focus on the first feature of the teachers' CIC – The convergence of the teachers' predetermined pedagogic goals and their actual language use.

### **6.1 The convergence of pedagogic goals and the use of language**

The first feature of CIC is concerned with the convergence between the teachers' predetermined teaching objectives and their actual language used. "A teacher who demonstrates CIC uses language which is both convergent to the pedagogic goal of the moment and which is appropriate to the learners" (Walsh 2013: 52). In other words, there needs to be an inextricably intertwined relationship between pedagogic aims and the use of language, where the language used must be appropriate for achieving the identified purpose and up to the learners' level as well (see, Walsh 2003 and 2006; Seedhouse 2004). To put it simply, a teacher who demonstrates a level of CIC clearly identifies pedagogic goals for different moments of a lesson and knows what, when, how and why to make suitable interactional decisions to achieve these pre-

identified teaching aims in an appropriate way for the benefits of the learners<sup>4</sup>. The first extract (Extract 1 below) is in the middle of a science lesson on the topic “Common illnesses” in a Madrid school. The students had to read out loud a statement and decide if it was a good or bad habit.

Extract 1 (T1 – L6 – Nov.18)

- 1 T: eh S1 letter E (1)  
2 S1: read a book before you go to sleep (1) good =  
3 T: = good why do you think it is good to read a book before you go to bed?  
4 S1: because you learn eh you learn more words and you you eh [( )  
5 T: [I mean it's very  
6 good that you learn words and you learn things but it is not because of that  
7 S1: because your brain (.) works (.) more and  
8 ((a stop here because there's one student coming late because of his broken leg))  
9 T: e::h so s1 let's go back to you why it is important reading before going to bed?  
10 S1: [the eh  
11 T: [you said because you can learn a lot of things important but that is not the reason  
12 (.) your brain is working a lot it is important but that's not the reason (1)  
13 S1: because [(1)yo:u have to be:  
14 SS: [to to i know  
15 T: what happens? imagine yourself on your bed you're there and you're reading what  
16 happens like 15 minutes later? (.) what happens to you?  
17 SS: AH: yes  
18 S1: that you feel  
19 SS: no no no  
20 T: no (.) S2?  
21 S2: that you are tired =  
22 T: = you are tired like you are trying to read you are trying to read because the book  
23 is very interesting find your eyes are like this (.) yes and you've got ideas and you try  
24 to read two more lines and your eyes like this (.) and then shsss and then you realize  
25 that you don't know what you are reading because you fall into sleep. so (.) why it is  
26 important? first of all as you said as you are reading and that is very good for you  
27 fantastic but another thing is because then (.) your body and your brain (.) get relaxed  
28 and then you sleep much better than if you are watching TV with an action or some

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<sup>4</sup> Refer to Appendix 1 for CA conventions used in the following transcriptions

29 movies and you switch it off to sleep. so you are more relaxed if you come and you  
 30 reading a book. yes↑ (.) very good.

31 SS: ( )

32 T: ( ) so S1 the one that said read a book before you go to sleep what do you think it  
 33 is correct or not?

34 S1: correct

35 T: correct it's good for you

The extract begins with the teacher nominating student 1 (S1) (line 1) to read out loud the statement E and give her answer. S1 does it as required, correctly (line 2), and it is immediately followed by the teacher's question for an explanation of the answer (line 3): "why do you think it is good to read a book before you go to bed?" The student responds with one idea: "because you learn eh you learn more words", and she is trying to think aloud for another idea (line 4). The teacher overlaps with a prompt (metalinguistic feedback on content) repeating that it is very good that you learn more words and things but then asserts that it is not because of that. S1 responds to this prompt with another idea: "because your brain (.) works (.) more" (line 7). Here, she stops for a while because there is one boy coming in class late with his broken leg and the teacher is asking him. Then, the teacher returns to S1 and repeats the previous ideas provided by S1 to highlight again that what the student has mentioned so far is important but it is not the correct answer to the question (lines 11-12). In other words, the student's answer is an example of uptake to the metalinguistic CF provided by the teacher but it needs repair as shown in the second use of prompt/metalinguistic CF by the teacher. This second prompt leads to another needs-repair: "because [(1)yo:u have to be:" (line 13). Then, she gives S1 another prompt (metalinguistic CF on content): "what happens? imagine yourself on your bed you're there and you're reading what happens like 15 minutes later? (.) what happens to you?" (lines 15-16). S1 is still looking for an answer while her peers are trying to compete for the floor (lines 14, 17 and 19). The teacher decides to nominate student 2 (S2), who answers: "that you are tired" (line 21). The teacher quickly continues and develops that idea to give a very detailed explanation of what happens when you read a book before going to bed, in a very long turn (lines 22-29), providing explicit correction on content. The teacher finally asks for a confirmation by S1 of her understanding of the reason (lines 31-32). S1 confirms it (line 33) and the extract stops with the positive evaluation by the teacher: "correct it's good for you" (line 34).



In the teacher's recall commentary, T1 wrote: "My goal in this activity is the kids to think on the answer of the exercise and not to give them the answer. Through the question they have to answer; I want them to realize that when going to bed (one of their daily routines) it is better to read a book so the brain can start to rest instead of watching TV that can over-stimulate our brain". Thus, this teacher had identified very clearly that her pedagogic goal in terms of content knowledge was for her students to realize the importance of one daily routine: "reading a book before going to bed helps their brain rest for a good sleep, not watching TV". And in terms of learning skills, she placed the center on the kids and identified that it is the students who think and find out the answer themselves, and it is not the teacher who serves them the answer.

Focusing on the CF moves in the above extract, the teacher uses CF metalinguistic clue on content four times to keep the students thinking about the benefits of reading before going to bed. She clarified S1's ideas to lead this student into a closer understanding of why reading before going to bed is good. In response to the teacher CF, there was always an uptake move following each metalinguistic clue on content. After the first one, S1 responded with a different content error: "because your brain (.) works (.) more" (line 7); after the second one, she responded with hesitation: "because [(1)yo:u have to be:" (line 13); after the third one, the student responded with partial repair: "that you feel" (line 18); and after the fourth metalinguistic clue on content, S2 gave another partial repair : "that you are tired " (line 21), which was closer to the correct answer. Additionally, positive reinforcements went hand in hand with the teacher's teaching objectives. This was shown in the fact that, after the initial error on content: "because you learn eh you learn more words and you you eh" (line 4), and a different error: "because your brain (.) works (.) more" (line 7), the teacher still confirmed that both ideas were true to be important points of reading to encourage S1 to keep thinking about the answer. In her recall commentary she added in this respect: "It is important to give them a positive reinforcement, so they feel self-confident and they participate in the class. We try to look for something positive on their answers, although it might not be the correct one... I always try to make them participate and give their ideas and try to get to their own conclusions". This commentary aligns with her use of positive reinforcements and the use of content prompts rather than other CF types. In particular, the prompt: "what happens? imagine yourself on your bed you're there and you're reading what happens like 15 minutes later? (.) what happens to you?" (line 15-16) really brings students back to their

own bedtimes to feel how they are in this situation. It is necessary to add here that after the teacher's detailed explicit correction (lines 22-29), there was no uptake, as expected, because the final answer was extendedly given by the teacher. However, this final correction was preceded by prompts, which got the students engaged in interaction.

Regarding this teacher's language use, she said in her recall commentary: "Usually in my sciences classes, I always try to never speak in their mother tongue, so the understanding of English improves day by day". This was true not only in the above extract but also in all her lessons in the corpus. She always tried not to use Spanish and encouraged her students to express their ideas in English. She employed a lot of facial expressions, body language and gestures as she stated here in her commentary: "I like the teacher to be active, to use a lot of gestures. This helps a lot the kids to get the idea of what you are explaining. Otherwise it is difficult for them to get all the information on a second language lesson". This feature can be observed in the extract above, in her long explicit correction turn (lines 22-29). Every time she said "your eyes are like this" (lines 23-24) she made a gesture of falling into sleep. This was very visual for the kids to imagine the situation and understand the context. Based on the above evidence, I can conclude that the teacher's language use in this extract is in line with what she had identified as the pedagogic goals both in terms of content knowledge and in terms of learning skills for this part of the lesson.

Below is an example from T2 in the context of primary CLIL in Madrid Spain, where the children are reviewing the topic: "Looking after yourself". This extract is at the beginning of the lesson.

Extract 4 (T2 – L7 – Nov.25)

- 1 T: yesterday we were talking about scientists about germs and how the scientists
- 2 research and if the scientists research what did they discover? [(3) S1=
- 3 SS: [.HHH((raise hands))
- 4 S1: = eh °vaccinate – vaccinations °=
- 5 T: = vaccinations vaccines [vaccinations =
- 6 SS: [vaccinations
- 7 T: = alright yeah so a lot () ok so vaccinations good and what is vaccination can
- 8 anyone define? (1) a vaccination i::s (2) yeah don't translate Spanish is fine but you
- 9 need to explai:n (1.4) s2
- 10 S2: a vaccination (.) the doctor puts you a vaccinate (.) a vaccination to didn't ha::ve
- 11 =

12 T: = to↑ what is the word to:? =  
 13 S2: = infectious diseases =  
 14 T: to:↑ (2) to:↑ remember to have diagnosis, treatment, but before diagnosis we  
 15 have:::↑ pre =  
 16 S3: = prevent =  
 17 S2: = prevent =  
 18 T: = to prevent vaccination prevent↑ (1.3)  
 19 S2: the: the ° infectious diseases ° =  
 20 T: = from infectious diseases ok one examples of infectious diseases↑ (1)  
 21 S2: smallpox =  
 22 T: = it's smallpox ok great so remember prevent prevention () right↑ so vaccination  
 23 prevent us from infectious diseases () and dirt and germs are everywhere right↑ (1) and  
 24 we come to the doctor when we have a flu, we have a virus (.) so we don't get fear  
 25 (1.4) and we infect (.) the others ok↑ so vaccination protect prevent<sup>5</sup>

I start with a reflection on the teacher's recall comments on this extract. T2 clearly indicated that her teaching aim for this part of interaction was "to check if the students know what the vaccination is and if they are able to explain it". She pointed out some techniques that she employed in the above extract such as: "looking for key words... and one of the key words is *prevent*". She explained that: "the students don't have to remember all the sentences, all the definition but they can learn few words and they can make up their own definition using the key words". By examining the extract carefully, supportive evidence proved the convergence between the pre-identified pedagogic objectives and the teacher's actual language use through the employment of various interactional resources, such as: emphasis, designedly incomplete utterances and CF. Throughout the extract, the teacher puts emphasis on the most important words in every turn: "scientists, germs, research and discover" (lines 1-2), "vaccination, define, don't translate and explain" (lines 7-8), "prevent" (line 15), "infectious, diseases" (line 17) and "prevent, prevention" (line 19). The teacher repeated many times the key words: "vaccinations" (lines 5, 7, 8, 15, 19 and 22), "prevent" (lines 15 and 19) and "infectious diseases" (lines 17 and 20); those words carry the main content that they are working on. These techniques helped highlight the most important content which students were

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<sup>5</sup> Underlined words are emphasized

expected to understand and remember after the lesson, in line with the teacher's formulated goals.

Interestingly, the teacher used a lot of designedly incomplete utterances in her CF sequence. Designedly incomplete utterances are "designed to be incomplete; hence the name designedly incomplete utterance (DIU). The teachers use DIUs made up of the students' own words to begin turns that they are prompting the students to complete" (Koshik 2002: 277). DIU is used as "a pedagogical practice for eliciting knowledge displays in error correction sequences" (Koshik 2002: 277). In the extract, the teacher asks an open question: "what is vaccination can anyone define?" (1)", followed by a DIU after a short pause: "a vaccination i::s (2)" (lines 7-8), which ends with a stretched sound "i::s". After the DIU, she leaves a space of 2 seconds and invites students to complete it. After an extended turn provided by S2 (line 9), the teacher uses two more DIUs, "to↑ what is the word to: ?" (line 10), which are examples of CF prompts of the type elicitation. This CF elicitation on form was followed by partial repair with the key verb missing: "infectious diseases" (line 11). So, the teacher provided another elicitation on form using four DIUs: "to:↑ (2) to:↑ remember to have diagnosis, treatment, but before diagnosis we have::↑ pre =" (line 12). The DIUs lead the students towards the answer step by step: a 2-second pause after the first DIU: "to:↑", a repetition of that DIU: "to:↑", a metalinguistic clue incorporated in the third DIU: "remember to have diagnosis, treatment, but before diagnosis we have::" and then finally a DIU that incorporates half of the answer: "pre", followed by students' use of the correct answer: "prevent". To summarize, in the above extract the pre-identified teaching aims and the teacher's employment of supportive techniques were aligned. The students' responses shown by uptake and repair moves (lines 6, 9, 11, 13, 14 16 and 18) were in line with what was expected from their teacher because 3/4 uptake moves were repair. The first self-repair (line 6) followed the teacher's CF recast on form (line 5); the second partial repair (line 11) was resulted from CF elicitation on form (line 10); and the peer-repair and self-repair (lines 13-14) came after CF elicitation on form (lines 12). These repair moves prove that the students recognized the teacher's cues, in forms of a recast and elicitations, and were finally able to define "vaccination" using the key words.

The following extract is from the third teacher in CLIL Madrid. Here, T3 elicits students' ideas and prior knowledge about the topic in order to lead into the new lesson, "Kingdoms of life".

Extract 7 (T3 – L1 – Nov.10)

- 1 T: alright so (.) before we start the unit (.) what do you think or what are you thinking  
 2 when you read 'kingdoms of life'? what do you think we are going to study today?  
 3 'kingdoms (.) kingdoms of life'? (2) S1↑ =  
 4 S1: = kingdom  
 5 T: ((laugh)) uh [what are kingdoms?]  
 6 SS: [((laughs))]  
 7 S1: eh ( ) ° castles ° =  
 8 T: = English? =  
 9 S1: = ° castles ° =  
 10 SS: = ((laughs)) =  
 11 T: = sorry? =  
 12 S1: = castles =  
 13 T: = CASTLE (.) ok so maybe you can (.) you know you can link (.) the idea of  
 14 kingdoms with the castles uh ok s2  
 15 S2: the circle of life =  
 16 T: = circle of life so (.) even related (.) bu::t > I don't know where you are going to  
 17 see the circles of life right now < but it's related (.) so when you talk about the circle  
 18 of life (.) what is the circle of life about? (1)  
 19 S2: eh, ( ) (grass)  
 20 T: grass ok so (1) what you can think we are (.) talking about? are we talking about  
 21 animals and plants right↑ ok so (.) s3 (.) well()  
 22 S3: the life of the kingdom people  
 23 T: uh ok so people (.) > when we talk about people we talk about kingdom right? <  
 24 =  
 25 S3: = yes =  
 26 T: = so we are part of the kingdom  
 27 S3: no (.) I mean the people of England =  
 28 T: = the people of England (.) ok > maybe the people of England the people of Spain  
 29 < the people of everywhere [so all the people =  
 30 S3: [the kingdom]  
 31 T: = all the people belong to the kingdom  
 32 S3: but kingdom is (4)  
 33 T: u::h (2) you you i think you mean you mean (.) the: United Kingdom right?  
 34 (1) that's the UK (.) that's the different idea (3) S4  
 35 S4: the (.) (L1)  
 36 T: English?

- 37 S4: the (1)  
 38 T: so like the circle of life you mean? (1)  
 39 S4: eh ()  
 40 T: > it's similar it's similar <  
 41 S5: the different () kingdoms of (.) animals  
 42 T: the different kingdoms of animals (.) alright

The extract is at the beginning of the lesson when the teacher elicits ideas and activates students' prior knowledge about the topic "Kingdoms of life". CF in this extract focuses on the content, that is, the topic of the new lesson. The teacher did not stop the students to correct content mistakes; rather he tried to provide CF in a very encouraging way to help the students express their ideas and to direct those ideas towards the target content. He used scaffolding techniques to link students' ideas together by picking up the most relevant ideas from individual responses to generalize and connect them to the actual meaning of "Kingdom" in the lesson. In his first turn (lines 1-3), the teacher sets the question. She asks it twice and leaves 2 seconds (line 3) before nominating the first student. This is suitable as the students are repeated the question and have some time to activate their minds and think about the new topic. This is in line with what was identified by the teacher as the pedagogic goal for this part of the lesson, as he highlights in his recall commentary: "First of all I wanted to start from the previous knowledge they had... At the same time I tried to engage them into the activity in a way that they could feel comfortable and they could also use their English to communicate". In other words, all the repetition and latching were employed as supportive techniques to activate students' prior knowledge and to guide them into the new topic.

Regarding the use of CF in this extract, evidence shows that it did a good job in supporting the pedagogic aims for this part of interaction. The teacher employed the scaffolding technique quite effectively and mainly in the form CF metalinguistic clue on content throughout the extract. The CF sequence started from an error on content: "° castles °" (line 7), which was repeated twice with a low voice<sup>6</sup> in response to the question: "what do you think or what are you thinking when you read 'kingdoms of life'? what do you think we are going to study today?" (lines 1-2). The teacher provided a clarification request on content: "sorry?" (line 11), which was responded with the same error "castle"

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<sup>6</sup> ° ° The part of utterance is softer than surrounding talk.

(line 12). From then on, metalinguistic clue on content was used six times to prompt the student towards the correct answer: firstly, “CASTLE (.) ok so maybe you can (.) you know you can link (.) the idea of kingdoms with the castles” (lines 13-14) to encourage the student to keep thinking about the question; secondly, “circle of life so (.) even related (.) bu::t > I don’t know where you are going to see the circles of life right now < but it’s related (.) so when you talk about the circle of life (.) what is the circle of life about?” (lines 16-18) to relate the partial repair “the circle of life” (line 15), made by S2 to the answer; thirdly, the metalinguistic clue on content “grass ok so (1) what you can think we are (.) talking about? are we talking about animals and plants right↑” (lines 20-21) to continue relating the second partial repair “eh, ( ) (grass)” (line 19) to more relevant ideas, that is, animals and plants; fourthly, after a different error “the life of the kingdom people” (line 22), the teacher used another metalinguistic clue on content “uh ok so people (.) > when we talk about people we talk about kingdom right? ” (line 23) to pick up a relevant word “people” and make a question related to the target content, which was responded by an acknowledgement “yes” (line 24); the fifth metalinguistic clue “so we are part of the kingdom” (line 25), is provided to pull the student a bit more closely to the target content, but it was followed by the same error made by S3 “no (.) I mean the people of England” (line 26); the sixth metalinguistic clue is provided “the people of England (.) ok > maybe the people of England the people of Spain < the people of everywhere [so all the people belong to the kingdom” (lines 27-28 and 30; unexpectedly, S3 still insists on his wrong idea “but kingdom is” (line 31), and therefore the teacher decides to make an explicit correction here: “u::h (2) you you I think you mean you mean (.) the: United Kingdom right? (1) that’s the UK (.) that’s the different idea” (lines 32-33) so as to avoid the students’ moving away from the topic. Following these 7 CF moves, there were also 7 uptake moves. Despite the fact that up to 6 uptake moves were all coded as needs-repair with 3 of them as the same error, the CF use was still effective first in the sense that the CF explicit correction was provided in time to stop the student’s wrong thinking after prompting this student several times. The CF use was then effective in that it finally led to a peer-repair (line 40). In terms of implications for research on CF, the fact that uptake with needs-repair can finally lead to repair in the flow of interaction shows the need to focus on the effect of corrective feedback in the broader context of the interaction, and not only in the subsequent turn.

Another point that needs to be mentioned here is the methodology or techniques used by the teacher, as he himself reveals in his recall commentary: “I have organized the sessions in Warm-Up, Presentation, Practice (Investigation process) and Production (Presentation of their works). Methodologically I base my teaching on Cognitivism (building long lasting knowledge that will help them create their own knowledge), Constructivism (giving my students tools to modify previous knowledge and keep on learning new things) and Guided discovery (in which the student becomes the center of the whole learning process and the teacher is a guide to that knowledge)”. Thus, the teacher had very clear teaching aims for the different parts of the lessons. The extract above had the purpose of warming up the students to bring them into the new topic and prepare them for the next parts of the lesson. The underlining methodology was also identified very clearly by the teacher with the theories of Cognitivism, Constructivism and Guided discovery. All in all, T3 showed that the pedagogic goals were set for different sessions in his lessons with supportive techniques, and he was in control of all the activities, especially when he asserted that if he did this warm-up session again, he would not change anything but maybe he would use more concrete questions to engage the students.

We now focus on the convergence between the teacher’s pedagogic objectives and their actual language use in the primary CLIL contexts at two different schools in Hanoi Vietnam.

Extract 9 (T4 – L1 – Jan.20)

- 1 T: and the next one (.) what do you see? the blue one? (3) a:h
- 2 SS: MILK
- 3 T: a:h for example
- 4 SS: CHEESE
- 5 T: and ( )
- 6 SS: yogurt =
- 7 T: = yogurt what is this called? [what is this?
- 8 SS: [calcium
- 9 T: calcium↑ (.) a:h yes but actually it is called diary (1) EVERYONE SAY DIARY
- 10 SS: DIARY
- 11 T: DIARY
- 12 SS: DIARY



13 T: and the very small the yellow one what do you think?  
 14 SS: [oil  
 15 T: [I see some butter oil that's it  
 16 S1: FOOD  
 17 T: A:H what is this called?  
 18 S1: FOOD =  
 19 T: = food of course (.) but what's that food called? oil (1) ah (.) butter (.) a lot of  
 20 cooking oil  
 21 SS: fat  
 22 T: fat↑ ah maybe actually it is called oil EVERYONE SAY OIL  
 23 SS: OIL  
 24 T: and this one what do you think?  
 25 SS: protein  
 26 T: ah some fish (.) meat (.) and ° what are these? °  
 27 SS: [beans  
 28 T: [some beans or seeds and what is that called?  
 29 SS: protein green beans  
 30 T: ((laugh)) ah green beans just close your books please SO THERE ARE: FIVE  
 31 GROUPS and did you say the names again? the first one

This extract happens at the beginning of the lesson, when T4 is introducing the topic of different food groups. The teacher shows a power point slide of these groups and elicits answers around the class. She initiates with a question for the blue part of a pie chart “what do you see? the blue one?” and leaves a space of 3 seconds. The class responds by giving some names of the foods that they see in the chart, “milk” (line 2), “cheese” (line 4), and “yogurt” (line 6). The teacher asks for the name of the group twice: “what is it called? What is this?” (line 7) which is answered by an overlapped turn by the class: “calcium” (line 8). The teacher repeats it, then provides an explicit correction of the content: “calcium ah yes but actually it is called dairy” (line 9). She leaves 1 second and explicitly asks the class to drill the term “EVERYONE SAY DIARY”<sup>7</sup>. The kids repeat it twice as required and the teacher moves to the next question: “and the very small the yellow one what do you think?” (line 13). The class again responds by saying some names of food that they see in the chart: “oil” (line 14), and one student just gives a

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<sup>7</sup> CAPITALS: The part of utterance is louder than surrounding talk.

general name “food” (line 16 and again line 18). Then, the teacher requests for another group name “what is this called?” (line 17). She repeats the question in her next turn “what’s that food called?” and repeats some foods again “oil ah butter a lot of cooking oil”. This is answered by the whole class: “fat” (line 21), which is actually correct in terms of content, but the teacher refuses it and gives another explicit correction with the name provided by the textbook “fat ah maybe actually it is called oil” and immediately asks the class to drill to memorize it “EVERYONE SAY OIL”. Interestingly, the students had already said “oil” a couple of turns earlier, and the fact that the teacher asks again might lead them to think this is not the expected answer and try with “fat”. Then, the teacher moves on to the next group “and this one what do you think?” (line 24). Soon the students realize that they need to open the textbook to make sure they have correct answers for the names of different food groups, so they do that and give the answer: “protein” (line 25) without listing any names of food in this group as they did for the previous questions. Thus, the teacher has to provide the names for some foods by herself “ah some fish meat” and then keeps asking about other names. Some students answer “protein” again. The extract closes when the teacher tells the students: “just close the books please”, emphasizes that there are five groups and asks them to repeat the names (lines 30-31).

There are a couple of interesting features in this extract. In the first place, what T4 identified as the objective for this part of the lesson is “introducing different groups of food” as she wrote in her recall commentary. In the actual interaction, we can see how she tries to achieve this purpose by introducing the names given in the textbook for different food groups. She also mentioned in her recall commentary that she used “pictures together with guided questions to achieve the goals”, but all the guided questions we found throughout the extract had a very similar structure without any scaffolding or paraphrasing. For example, “what do you see? the blue one?” (line 1); “and this one what do you think?”; “what is this called? What is this?” (line 7); “and the very small the yellow one what do you think? ” (13); “A:H what is this called?” (line 17); “what’s that food called? ” (line 19) and again “and this one what do you think?” (line 24). Also, the questions were ambiguous for the students as to whether they were supposed to give the names of food groups or the types of food within each group.

Another feature from this extract is that the teacher used CF explicit correction on content twice to provide students with the given names in the textbook for different food groups. Then immediately after that, she asked the class to drill out loud the answer to

memorize it: The first explicit correction: “calcium↑ ah yes but actually it is called diary EVERYONE SAY DIARY” (line 9) and the second: “fat↑ ah maybe actually it is called oil EVERYONE SAY OIL” (line 22). This was a prototypical CF type in the Hanoi context in general, which contributed to a quite high percentage of class-repair (41%) mainly after explicit correction. Due to the fact that those class-repair moves were produced in response to the teacher’s immediate request, they were considered as *forced repair*. This CF use led to 100% of following uptake, but actually it was ineffective because the students were, somehow, not encouraged to be cognitively active in providing the answer. Evidence for this was found in the extract when the teacher provided CF metalinguistic clue on content: “= food of course (.) but what’s that food called? oil (1) ah (.) butter (.) a lot of cooking oil” (lines 19-20), where the students responded: “fat” (line 21). This response was completely true in terms of content information. However, it was not accepted by the teacher and another name was given according to the textbook: “fat↑ a:h maybe actually it is called oil EVERYONE SAY OIL” (line 22); then the kids just automatically accepted it: “OIL” (line 23). The students soon realized that they would need to open the textbook to give the correct answer as expected for the next question as clearly seen at the end of the extract.

In response to the question: “if you do it again, would you change anything?” T4 wrote: “I would reduce the teacher’s talking time. I would let the students work in groups. They will sort foods into different groups using their knowledge. Then students from each group will present their opinions in front of the class and the teacher will check. Afterward, teacher elicits students to make up the food groups”. Probably the teacher realized that what she did in this extract was not really successful because the students were not active in providing the different types of food, even though in the end all the names of different food groups were introduced. So she would change the interaction in the way that the kids would do the activity more actively using their own knowledge first and later come to the discussion to reach a common conclusion on content knowledge. In other words, she would change it into something more learner-centered and less imposed, with already-made answers heavily depending on the textbook, as she did in the actual interaction. In brief, the pedagogic goals and the teacher’s language use in this extract were divergent because the students’ repair was not real repair, it was pushed repair.

The following extract is from another teacher at the same school in Hanoi, Vietnam. Here, they are doing a lesson on the topic “The food chain”, and T5 is eliciting ideas around the class to lead into the concept of the food chain.

Extract 12 (T5 – L1 – Jan.18)

- 1 T: everybody who can tell me what do we need to live? > humans what do we need
- 2 to live? < (1) S1 please
- 3 S1: we need to breathe eat (.) and (.) drink =
- 4 T: = ok we need to breathe to eat and to drink to live what – what do we need to eat
- 5 to live? (.) ah S2 please
- 6 S2: food ((coughs)) food
- 7 T: we need food to eat to live alright↑ (.) uh SO (.) a:h who can tell me what does a
- 8 rabbit need ah to eat to live? (.) a rabbit?
- 9 S3: a rabbit eat a carrot =
- 10 T: = ah a rabbit eats a carrot to live a:h (.) what – what is a:h the favorite food of a
- 11 fox? > who can tell me? < (1) S4 please
- 12 S4: a meat
- 13 T: what kind of meat here?
- 14 S4: ° a rab(bit) °
- 15 T: a rabbit ok YEAH↑ a fox's favorite food is a: ↑ [rabbit =
- 16 SS: [rabbit
- 17 T: = so (.) listen a rabbit eat a: ↑ [carrot =
- 18 SS: [carrot
- 19 T: = to live and a fox eat a: ↑ [rabbit =
- 20 SS: [RABBIT
- 21 T: = to live alright so that makes a::: ↑ [food chain =
- 22 SS: [FOOD CHAI::N
- 23 T: = alright so that is our lesson today today we learn about the: ↑ [food chain =
- 24 SS: [FOOD CHAI::N
- 25 T: = alright

The extract begins with the teacher asking a question to the whole class and leaves 1 second before nominating the first student (lines 1-2). After S1 gives a correct answer, she asks another question which is developed from the previous one (lines 4-5). It is very simple so the second student provides a correct response right away. The idea is made clear that we need to breathe to eat and to drink to live, and we need food to live. The

teacher now asks the kids about a very close animal that most children like, a rabbit: “who can tell me what does a rabbit need ah to eat to live? (.) a rabbit?” (lines 7-8). This is an easy question requiring a one-word response and, thus, one student can immediately give a correct answer regarding the content information: “a rabbit eat a carrot” (line 9), which contains an error on form (“eat” lacks the s-ending). The teacher confirms the content information and recasts the error on form by repeating the student’s response, minus the grammatical mistake (adding s-ending to the verb “eat”) and she continues with another question in a series of closely related questions starting with: “what – what is a:h the favorite food of a fox?” (line 10). S4 answers: “a meat” (line 12), which is insufficient in content because it is too general. The teacher provides the student with a metalinguistic clue on content: “what kind of meat here?” (line 13), which is followed by a self-repair: “a rab(bit)” (line 14) though it is said in a very soft voice and sounds unclear like /rab/ (error on pronunciation). The teacher confirms the correct content and includes a recast on form by pronouncing “rabbit” clearly: “a rabbit ok YEAH↑ a fox’s favorite food is a: ↑ [rabbit =” (line 15) and then she links the information altogether to illustrate the concept of food chain, which is the topic of the new lesson: a rabbit eats a carrot to live and a fox eats a rabbit, which makes a food chain (lines 17, 19, 21 and 23).

In brief, the language used in the above extract was very simple and the example was very close to the children, so clearly all of them had no problem in understanding the idea presented by the teacher in this part. It was noted that the teacher spoke slowly and clearly and also she put strong emphasis on most of the content words. Although the teacher’s pronunciation did not sound very native-like (as in the researcher’s observation), the content idea was made very clear to the class. She employed quite a lot of latching in her turns to confirm the content information (lines 3-4 and 9-10), to make a complete chain of the information and to draw the students’ attention to it (lines 15-17-19-21-23-25). In this series of connected feedback turns, the stretched vowel sound (a:) with a rising pitch (a:↑) was used effectively to invite all of the class to complete the information. Apparently, all the class had no problem to follow their teacher by drilling overlapped responses (lines 15-16, 17-17, 19-20, 21-22, and 23-24). The teacher’s cues were noticed and responded as expected.

In her recall commentary, T5 identified that the purposes for this part of the lesson were to: “(1) Lead students into the concept of a food chain, (2) Let students have a basic understanding about food chain and (3) Have students construct their own simple food

chain.” The teacher also clarified some techniques that she employed to achieve the above goals such as “begin class with a discussion to activate students’ prior knowledge and make real-world connections about the food chain; let students create their own food chain by asking them different questions”. In respect of the CF use in this extract, there were two recasts on form (line 10 and 15) which were followed by no uptake, and only one metalinguistic clue on content (line 13), which was followed by self-repair (line 14). This was still in line with the pedagogic aims in that the focus was on the content so the errors on form were not emphasized here. In other words, the use of CF recasts on form in this extract was appropriate to the teaching goal and no uptake after those recasts on form showed that the students were not distracted from the content focus of making a food chain. All in all, together with other features analyzed before, I can conclude that the predetermined pedagogic aims and the teacher’s actual language use were convergent.

The next extract is from another teacher in a different elementary school in Hanoi Vietnam. In this part of the lesson, the students are learning about one type of reptiles: snakes; this extract is in the middle of the lesson.

Extract 15 (T6 – L2 – Mar.9)

- 1 T: everyone look at this and tell me WHAT ARE THEY?
- 2 SS: snake snake
- 3 T: what are they? tea::m ok S1 please
- 4 S1: snake
- 5 T: THEY ARE↑
- 6 S1: they are snake
- 7 T: snake (1) NO I am sorry
- 8 SS: me me > me me I know I know < ((raise hands))
- 9 T: you please
- 10 S2: snake
- 11 T: snake no
- 12 SS: me me me ((raise hands))
- 13 T: you please (1) they are↑
- 14 S3: they are (lizard-) lizard
- 15 T: LIZARDS (.) SURE? (.) ah you please
- 16 S4: reptile
- 17 T: reptile ↑=

18 SS: = me me =  
 19 T: = reptile AH it's one type of reptiles (.) and they are reptiles > that's ok < they're  
 20 reptiles and THEY ARE↑ (.) EXACTLY THEY ARE↑  
 21 SS: me me me ((raise hands))  
 22 T: you please  
 23 S5: lizard ((wrong pronunciation))  
 24 T: AH EVERYONE (.) IF I HAVE ONLY ONE SNAKE I SAY↑ (.) SNAKE BUT  
 25 I HAVE SO MANY SNAKES HERE SO↑ =  
 26 SS: = snakesss =  
 27 T: A:H SNAKESSS OK? EVERYONE SAY SNAKES  
 28 SS: SNAKES  
 29 T: SNAKES  
 30 SS: snakesss  
 31 T: ok that's good =  
 32 S6: slakes  
 33 T: not slake (.) snakes ok

Let's go through the extract to see how the teacher carries out the classroom activity in this part of the interaction. She uses a picture of some snakes to elicit ideas around the class and raises a question "everyone look at this and tell me WHAT ARE THEY?" (line 1), which is responded by the whole class "snake snake" (line 2). She repeats the question and nominates S1 to answer it: "what are they? tea:m ok S1 please" (line 3). S1 gives the same answer previously given by the whole class: "snake" (line 4), which is an error on form because "snake" is missing the s-ending. An elicitation on form is provided: "THEY ARE↑" (line 5) with adjustment of prosodic mark at the end to elicit a new answer from the student. In response to this CF, S1 gives a more extended answer but the form error still stays the same: "they are snake" (line 6). A metalinguistic clue on form is provided: "snake (1) NO I am sorry" (line 7), followed by lots of raising hands from the class: "me me > me me I know I know < ((raise hands))" (line 8), but still exactly the same error on form is made by another student: "snake" (line 10). In the next CF turn, the teacher gives the same CF metalinguistic clue on form, saying "snake no", but no uptake results from this feedback turn. The teacher keeps working on the error on form by continuing with another elicitation on form: "they are↑" (line 13), which is followed by a double error: "they are (lizard-) lizard" (line 14); "lizard" without s-ending is an error on form, and there is another error on content because the answer is "snakes", not

“lizards”. Thus, double CF is provided in the next turn: “LIZARDS (.) SURE? (.)” (line 15), where the teacher both recasts on form by adding s-ending to “lizard” and provides a repetition on content by repeating the wrong content word: “LIZARDS (.) SURE?” This prompts a student to give a different answer by S4: “reptile” (line 16), but again the student makes the same error on form (missing s-ending) and a different error on content (the expected answer on content is “snakes”). It is clear that while the teacher is trying to correct an error on form (missing s-ending), the students are responding by repairing the content (different names of animals). In other words, the students are not aware of the purpose of the lesson. Next, the teacher provides a repetition on content: “reptile↑” (line 17), which entails no uptake from the students. Then, another double CF both on form and on content is given in a longer turn: “= reptile AH it's one type of reptile (.) and they are reptiles > that's ok < they're reptiles and THEY ARE↑ (.) EXACTLY THEY ARE↑” (lines 19-20). At the end of this turn, she makes two DIUs in a louder voice with a rising pitch at the end of each one: “THEY ARE↑ (.) EXACTLY THEY ARE↑”. Clearly, the teacher’s expectation is for the students to answer: “snakes” in the plural form; but an unexpected response occurs again, this time, “lizard” (line 23), again incorrect both in form and in content. At this point, the teacher decides to provide the students with a more explicit elicitation on form: “AH EVERYONE (.) IF I HAVE ONLY ONESNAKE I SAY↑ (.) SNAKE BUT I HAVE SO MANY SNAKES HERE SO↑” (lines 24-25). Finally, the students realize that they must add s-ending to make “snakessss” (line 26). The teacher repeats it once again and asks the whole class to drill it out loud for a couple of times. In the end, another student makes a pronunciation mistake of the key word “slakes” (line 32), which is explicitly corrected by the teacher at the ending “not slakes (.) snakes ok” (line 33).

T6 wrote the following in her recall commentary: “My purpose in this part is to help students learn about some reptiles before discovering about their environment and some different ways in which they respond to heat”. She also specified some techniques that she employed: “I used the picture of some snakes and a lizard to elicit the answer: reptiles; I used error correction to model correct English when pronunciation errors are made”. Comparing to the actual interaction described above, although the teacher identified her pedagogic aim for this part as “to help students learn about some reptiles”, her actual focus is on one type only (snakes) and her priority for this interaction is to correct a grammatical error, student’s missing s-ending in the key term “snake”.



Throughout the extract, it was very clear that students didn't realize their teacher's expectation for them to repair that error on form; rather, the kids were looking for an alternative noun for the animal in the picture, so they provided several alternatives "lizard" (line 14) and "reptile" (line 16), both with the same grammatical error (missing s-ending). Thus, the purpose of correcting a grammatical error in this part was not successful because it was mismatched with the teacher's actual language use as perceived by the students to focus on content. With respect to the teacher's CF use in the above extract, a lot of CF was provided employing various CF types both on form (8 CF moves) and on content (3 CF moves). Following these CF moves, there were 4 moves being coded as the same error, 3 moves as a different error, and other 3 as no uptake. Despite the last class-repair (line 26), the use of CF did not help the teacher achieve her pedagogic goals because what she pre-identified as the teaching aims was divergent from her actual language use in this part of interaction as analyzed above. To conclude, the use of CF did not support the pedagogic goal in this part of the interaction, which is attributable to the divergence between pedagogic goals and language use.

So far, 6 selected extracts from two teaching contexts – CLIL Spain and CLIL Vietnam – have been examined in terms of the convergence of the teachers' predetermined pedagogic goals and their actual language use and also in terms of the CF role in supporting that convergence or not. To summarize the main findings and to compare the contexts, the key points are included in the following table:

**Table 33.** The convergence of pedagogic goals and the use of language

Contexts	Teacher	Pedagogic goals	Evidence of Language use	Conclusion
<b>Madrid Spain</b>	<b>1</b>	<ul style="list-style-type: none"> <li>- Encourage the kids to think and give the answer themselves.</li> <li>- Help the children realize that when going to bed it is better to read a book so the brain can start to rest instead of watching TV, which can over-stimulate our brain.</li> </ul>	<p>CF role:</p> <ul style="list-style-type: none"> <li>- Content prompts were employed the most frequently in the form of metalinguistic clue on content to keep the students thinking about the benefits of reading before going to bed.</li> <li>- Although following the teacher's CF metalinguistic clue on content, there was only uptake of the type needs-repair, but the CF use really help engage students in the lesson.</li> </ul> <p>Other resources:</p> <ul style="list-style-type: none"> <li>- Positive reinforcement was employed a lot.</li> <li>- Real-life examples helped the students to understand better.</li> <li>- Effective use of body language</li> </ul>	Convergent
	<b>2</b>	<ul style="list-style-type: none"> <li>- Check if the students know what a vaccination is and they are able to explain it</li> </ul>	<p>CF role:</p> <ul style="list-style-type: none"> <li>- Recasts on form were used twice and elicitation on form was also employed twice in the extract.</li> <li>- The teacher's CF use was effective with a very high level of repair on the part of the students (3 repair moves in response to 4 CF moves); importantly, these responses were in line with the teacher's expectation.</li> </ul> <p>Other resources:</p> <ul style="list-style-type: none"> <li>-The teacher helped the students to look for key words and use them to define "vaccination".</li> <li>-The important words such as "vaccinations, prevent and infectious diseases" were emphasized and repeated many times to highlight the key content.</li> <li>- DIUs were used effectively to elicit the key words from the students.</li> </ul>	Convergent
	<b>3</b>	<ul style="list-style-type: none"> <li>- Elicit students' ideas and activate their prior knowledge about the topic of the new lesson "Kingdoms of life"</li> </ul>	<p>CF role:</p> <ul style="list-style-type: none"> <li>- CF metalinguistic clue on content was used 6 times throughout the extract to prompt the student towards to the correct content. One clarification request on content was used at the beginning part and an explicit correction on content at the end to stop the student's wrong thinking.</li> </ul>	Convergent

			<p>- Following these 7 CF moves, there were also 7 uptake moves. Despite the fact that up to 6/7 uptake moves were all coded as needs-repair with 3 of them as the same error, the CF use was still effective first in the sense that the CF explicit correction was provided in time to avoid the student's moving away from the topic. The CF use was then effective in that it finally led to a peer-repair (line 41).</p> <p>Other resources:</p> <p>- The underlining methodology was also identified very clearly by the teacher with the theories of Cognitivism, Constructivism and Guided discovery.</p>	
<b>Hanoi Vietnam</b>	<b>4</b>	- Introduce different groups of food	<p>CF role:</p> <p>-The teacher used content explicit correction twice in her feedback to provide students with the correct names of the food groups given by the textbooks, and then she immediately asked them to repeat to memorize it.</p> <p>- Due to the fact that those class-repair moves were produced in response to the teacher's immediate request, they were considered as <i>forced repair</i>. This CF use led to 100% of following repair, but actually it was ineffective because the students were, somehow, not encouraged to be cognitively active in providing the answer.</p> <p>Other resources:</p> <p>-All questions were given in a very similar structure throughout the extract. Also, the questions were ambiguous for the students as to whether they were supposed to give the names of food groups or the types of food within each group.</p>	Divergent
	<b>5</b>	<p>- Lead students into the concept of a food chain</p> <p>-Let students have a basic understanding about food chain</p> <p>-Have students construct their own simple food chain</p>	<p>CF role:</p> <p>-The use of CF recasts on form in this extract was appropriate to the teaching goal and no uptake after those recasts on form showed that the students were not distracted while making a food chain by being corrected on form.</p> <p>Other resources:</p> <p>- The language was very simple and the example was very close to the children.</p> <p>-The information was presented very clearly.</p>	Convergent

			<p>-The teacher spoke slowly and clearly, and she put strong emphasis on most of the content words.</p> <p>-Prosodic marks were employed effectively to help students complete the food chain.</p> <p>-The teacher's cues were noticed and responded as expected by students using overlapped responses.</p>	
	6	<p>-To help students learn about some reptiles before discovering about their environment and some different ways in which they respond to heat</p>	<p>CF role:</p> <p>- A lot of CF was provided employing various CF types both on form (8 CF moves) and on content (3 CF moves). Following these CF moves, there were 4 moves being coded as the same error, 3 moves as a different error, and other 3 as no uptake. Despite the last class-repair (line 27), the use of CF did not help the teacher achieve her pedagogic goals because what she pre-identified as the teaching aims was divergent from her actual language use</p> <p>- The teacher's actual focus was only on one type of reptiles (snakes) and her priority for this interaction was to correct a grammatical error, student's missing s-ending after the key noun "snake".</p> <p>-Throughout the extract, the students did not realize their teacher's expectation to correct that grammatical mistake; rather, the kids were looking for an alternative noun for the animal in the picture.</p> <p>Other resources:</p> <p>- Although DIUs were employed a lot, the eliciting purpose in this part was not successful.</p>	Divergent

In sum, the above table has summarized the main findings from examining the feature of the convergence between pedagogic goals and the teacher's language use in 6 selected extracts of 6 teachers in the two contexts as mentioned right at the beginning of the section. All 3 extracts from the Madrid classes have shown much evidence of the convergence while two out of three from the Hanoi classes proved the divergence between the teaching aims and the actual language use (T4 and T6). Only T5 was effective in the Hanoi context in meeting the pedagogic aims by using different techniques appropriately. We now move on to the second feature of the teacher's CIC – Learning space.

## 6.2 Space created for learning opportunities

CIC involves facilitating “space for learning” (Walsh and Li 2013: 1), “where learners are given adequate space to participate in the discourse, to contribute to the class conversation and to receive feedback on their contributions” (Walsh 2013: 54). Teachers can successfully create this space by making good use of various interactional strategies such as: increasing wait-time, reducing teacher echo, promoting extended learner turns, allowing planning time and also using appropriate CF types. Six different extracts including 3 extracts from primary CLIL Spain and 3 others from primary CLIL Vietnam are used to show evidence of the teachers’ competence in classroom interaction with respect to the aspect of learning space and also evidence on the role of CF which help generate learning space.

The following extract (Extract 2) belongs to the beginning of a lesson, where T1 is reviewing one of the key points that they learnt in the previous lesson on the topic “Common illnesses”. They are working on the difference between flu and cold.

Extract 2 (T1 – L2 – Nov.11)

- 1 T: if you remember raise your hands if you know the answer what was the difference
- 2 between the flu and the cold? (.) give the first similar that they are the same () S1?
- 3 S1: you are eh eh
- 4 T: you cough
- 5 S1: you cough a lot
- 6 T: very good
- 7 S1: and you you stomach
- 8 T: > uh uh nothing to do with stomach < (1) the difference between the flu and the
- 9 cold not stomachache (2) S2
- 10 S2: you have fever and running nose (2) and (3) eh and eh (you can’t relax)
- 11 T: you sneeze
- 12 S2: you have sneezing (2.5)
- 13 T: more or less, S3?
- 14 S3: if you have fever and and you cough eh you cough all the time eh (2)
- 15 T: so if you’ve got a cold you are not coughing↑
- 16 SS: ((noisy)) (5)
- 17 T: S4?
- 18 S4: when you get a flu (.) you have eh (1) a high temperature and you have fever when
- 19 you have a cold you have fever and eh a running nose

20 T: fever and high temperature are the same so when you've got flu you've got high  
 21 temperature you've got fever and what else?  
 22 SS: (aching body)  
 23 T: exactly what happens to your eh muscle? (1) that it hurts you are not feeling good  
 24 at all and you have to stay↑  
 25 SS: in the bed =  
 26 T: = in bed. when you get a cold you are coughing you are sneezing you've got a  
 27 running nose > so you are still feeling more or less okay you can go to work you can  
 28 come to school < yes? but when you've flu you have to stay in bed because your muscle  
 29 hurts a lot you've got high temperature you are not feeling good to speak to anyone  
 30 yes? (1)

Firstly, wait-time was provided after the teacher's initiating question "what was the difference between the flu and the cold? (.)" with a short untimed pause (line 2); another pause of one second was made after providing a metalinguistic clue on content "> uh uh nothing to do with stomach < (1)" (line 8); a pause of 2 seconds was made after repeating the question "the difference between the flu and the cold not stomachache (2)" (line 9); and a one-second pause was made after a question given as a cue "exactly what happens to your eh muscle? (1)" (line 23). All these pauses allowed the students some time to think more about the difference between flu and cold. Previous studies on the wait-time (for example, White and Lightbown 1984; Tsui 1996 and Walsh 2006) have highlighted its importance in creating learning space in interaction. On the part of the students, their extended turns were promoted by being offered more waiting space such as: "you have sneezing (2.5)", with a pause of 2.5 seconds (line 12) to wait for S2 to extend his/her partial repair a bit more; "if you have fever and and you cough eh you cough all the time eh (2)", with a pause of 2 seconds (line 14) provided with the same function for S3; and "when you get a flu (.) you have eh (1) a high temperature and you have fever when you have a cold you have fever and eh a running nose", with a short untimed pause plus a 1-second pause within S4's turn (line 18) as well. Planning time was also provided with a pause of 5 seconds (line 16) for the whole class to think more about the answer. This evidence proves the teacher's intention of using the time at a micro level to create appropriate space for the students to get involved in finding out the difference between flu and cold and to extend their turns.

In respect of the CF use in this part of the interaction, various CF types were used to generate learning space for the students. On content, there were 3 metalinguistic clues: firstly after the initial error on content: "and you you stomach" (line 7), the teacher

provided the first metalinguistic clue: “> uh uh nothing to do with stomach < (1) the difference between the flu and the cold not stomachache” (lines 8-9); secondly, “you sneeze” (line 11) to give the student one more symptom as a cue; and thirdly, “more or less” (line 13) in a form of a comment to show the student that what has been said is partly relevant to the correct answer but it is still not a correct answer to the question. Besides CF metalinguistic clue on content, a clarification request, an elicitation and an explicit correction were used: the clarification request: “so if you’ve got a cold you are not coughing↑” (line 15); an elicitation: “fever and high temperature are the same so when you’ve got flu you’ve got high temperature you’ve got fever and what else?” (lines 20-21); and an explicit correction: “when you get a cold you are coughing you are sneezing you’ve got a running nose > so you are still feeling more or less okay you can go to work you can come to school < yes? but when you’ve flu you have to stay in bed because your muscle hurts a lot you’ve got high temperature you are not feeling good to speak to anyone yes? (1)” (lines 26-29). Regarding CF on language form, there was a recast on form: “in bed” (line 26) to correct the form error “(stay) in the bed” (line 25). The above employment of CF helps generate learning space in the sense that it provided the students with a number of chances to receive the teacher’s feedback, more time to think about the answer, also more cues to contrast flu to cold, especially after metalinguistic clues and, finally, a very clear and detailed explicit correction at the end (lines 26-29) to differentiate flue from cold. In short, based on the analysis above I conclude that learning space was created appropriately in this part of interaction.

In the next extract (Extract 5) by another teacher in the Madrid context, children are working on the topic “Looking after yourself”, and they are doing an exercise based on correcting sentences. Here they have to correct the sentence: “Playing lots of video games will benefit your body more than doing exercise”.

Extract 5 (T2 – L7 – Nov.25)

- 1 T: ok now we move on (.) ok exercise 2 (.) we have to correct the following sentences
- 2 because there are mistakes (.) they are not correct(...) ok letter e
- 3 S1: playing lots of video games will benefit ((wrong pronunciation)) =
- 4 T: = benefit ((correct pronunciation)) will benefit means↑ will be positive for your
- 5 body
- 6 S1: your body more than doing exercise
- 7 T: so you only need to change 2 words (.) what benefits your body↑ doing exercise
- 8 or playing video games

9 SS: doing exercise

10 T: so you just change s1 can you change the words and you will find the answer [( )

11 [(7)

12 S2: can we put eh playing lots of video games eh will not benefit your body more than

13 doing exercise?

14 T: ok you add not is another possible answer which is easier [(than the other) =

15 SS: [(noisy))

16 T: = S1 can you give us the correct version? (3) ((writing on the board)) ok you can

17 either write the negative word before will not [( )=

18 SS: [(noisy))

19 T: = ok ( ) and s1 if change the order↑ (3) can you give it to us please? (8) come on

20 S1 one minute (7) change the order (.) change the word order

21 S1: (I do it) =

22 T: = I know but your answer was wrong try to think the correct one (1) can you repeat

23 to me what benefits your body playing video games or doing exercise? (1)

24 SS: [doing exercise

25 S1: [° doing exercise ° =

26 T: = ok doing exercise (.) doing exercise↑ (.) continue↑

27 S1: will (.) benefit (.) your body =

28 T: = more than↑

29 S1: video (games)

30 T: playing video games =

31 S2: = playing lots of video games

32 T: again ↑s1 last time (2) what is the first part? (2)

33 S2: doing exercise

34 S1: doing exercise =

35 T: ((write on the board)) doing exercise continue↑ (3)

36 S1: will benefit =

37 T: = benefit =

38 S1: = benefit your body (.) more than (.) video games

39 T: more than↑

40 S1: playing video games =

41 T: = lots of (.) ok it's not one video game it's lots of video games ok do you

42 understand s1? [(5)

43 SS: [(noisy))

44 S1: ((nod the head))



- 45 T: do you understand s1? (2) does everybody understand? (3)  
46 SS: yesss

There is evidence supporting learning space in the above extract. Firstly and very clearly, the target student (S1) was given a lot of chances to answer the question: she was given the chance to participate in a total of 10 turns in this part of the interaction, which includes 35 turns for both the teachers and students. These helped S1 try out different answers until she got it right in the end. This feature is also quite common in the interaction between T2 and her students in class as she explained in her recall commentary: “This class is lower in English competence compared to other classes at the same level, and they got a lower result in the English test; so I, as a coordinator of the English program at the school, was assigned to teach and help them to improve their English”. The teacher understood every student in the class; very often in her lessons, she spent time to focus on one item with one target student at a time until this student came up with the correct answer. The researcher also noticed this feature clearly when observing her lessons.

Secondly, wait-time and planning time were maximized to allow the target student to think and reformulate the answer again and again throughout the extract: there were 7 seconds of waiting time after the teacher provided the clue: “so you just change S1 can you change the words and you will find the answer [( ) [(7)” (lines 9-10); there were 3 seconds after nominating S1 to give the answer again: “= S1 can you give us the correct version? (3)” (line 15); there were 3 pauses of a total of 18 seconds plus a micro pause to allow much more time for S1 to prepare her answer: “= ok ( ) and S1 if change the order↑ (3) can you give it to us please? (8) come on S1 one minute (7) change the order (.) change the word order” (lines 18-19); there were 2 pauses of 1 second each to ask different questions for eliciting S1’s answer: “= I know but your answer was wrong try to think the correct one (1) can you repeat to me what benefits your body playing video games or doing exercise? (1)” (lines 21-22); there were 2 more pauses of 2 seconds each to request and wait for S1 to repeat the correct answer given by her peers: “again ↑S1 last time (2) what is the first part? (2)” (line 31); there were 3 seconds to wait for S1 to utter again the correct version: “doing exercise continue↑ (3)” (line 34); and lastly, the teacher left 5 seconds plus 2 seconds to check again if S1 had really understood the answer: “= lots of (.) ok it’s not one video game it’s lots of video games ok do you understand s1? [(5)” (line 40) and “do you understand S1? (2) does everybody understand? (3)” (line 44).

Regarding this teacher's CF use, form CF was the main type used in this part of the interaction; this was in line with the focus in this extract because they were correcting the sentence: "Playing lots of video games will benefit your body more than doing exercise", in which words were placed in the wrong order. Throughout the extract, the teacher provided constant CF to help the target student reorder the words to make the correct sentence. The main CF sequence started: "I know but your answer was wrong try to think the correct one (1) can you repeat to me what benefits your body playing video games or doing exercise? (1)" (lines 21-22). In this turn, the teacher identified the student's error and provided a metalinguistic clue on content to help S1 differentiate the two opposite habits in the sentence so that later she could reorder them to make the sentence correct. In this sense, CF contributed to offering the target student a space to draw again on her knowledge and give another answer. Then, following S1's partial repair: "doing exercise" (line 24), the teacher used elicitation on form twice: "ok doing exercise (.) doing exercise↑ (.) continue↑" (line 25); and "more than↑" (line 27) and a recast on form: "playing video games" (line 29). All this was provided to help the student utter the correct answer; in other words, the CF space actually handed a learning space over S1. In the same way, another elicitation on form (line 38) and an explicit correction on form (line 40) were employed to create a learning space which mainly favored the target student. In brief, in this part of the interaction, the target student was given a very favorable learning space to receive constant CF, wait-time, planning time and a lot of turns to utter the correct sentence herself, repeat and understand it.

The following extract is at the beginning of a new lesson in which T3 has just finished introducing the topic; he now shows the children a video about "Kingdoms of life" with the basic information of six kingdoms: plants, animals, bacteria, archaea, protists and fungi. The children are asked to pay attention to the video and take notes while watching it.

Extract 8 (T3 – L1 – Nov.10)

- 1 T: so (.) for example (.) when we talk about kingdoms we are talking about (.) the
- 2 ways (.) to organize (.) things (.) ok↑ so when we talk about kingdoms in natural
- 3 sciences we are talking about the ways we have to organize (.) the different species >
- 4 do you know what species are? <
- 5 SS: yes
- 6 T: yes? yes or no?
- 7 SS: yes

8 T: ok so to organize the different species into groups so for example if i say (.) a:h  
9 plants and trees are they in the part of the same kingdom?

10 SS: yes

11 T: ok so they would belong CLARA ((because she is making noise and this is a false  
12 name)) to the same kingdom right?

13 SS: yes

14 T: if i say a:h monkeys humans and dogs (.) are they part of the same kingdom?

15 S1: no =

16 SS: = [yess

17 T: [yes they are part of the animal kingdom right? ok so we thought living things  
18 in the world (.) scientists organize them into kingdoms (.) and this is what we are going  
19 to study today so for this i am going to present a video and i want you to (.) open ah  
20 you have already had your notebooks open ok then take a pen to take some notes pen  
21 pencil whatever you want ok↑ so please > everyone can ready <

22 ((noise))

23 S2: do you write (.) the kingdoms of life?

24 T: kingdoms of life ( )

25 S3: ( ) e:h pencil?

26 T: you can use pencil if you want (3) ok let me (.) can I use it? ( )

27 SS: yesss

28 ((36" to prepare slides show))

29 Video: all ( ) can be placed into one of six groups ( ) the groups are called  
30 kingdoms the six

31 T: ok so the kingdoms are like? (3)

32 Video: kingdoms are plants, animals, bacteria, archea, protists and fungi

33 T: ok so this (.) these things are the main kingdoms that we are going to study (.)  
34 alright? so this is just the way to organize to classify (.) all the living things (.) so all  
35 the living things belong to one of this all of them (2) do you understand this?

36 SS: yes

37 T: are you taking notes?

38 SS: yes no no i did ( )

39 T: yes ( ) no you don't need you don't need to copy the drawing (.) i mean if you want  
40 later > you will do it <

41 S4: ( )

42 T: so we are going to see all of them (4) so for now you just take the notes all the  
43 different kingdoms that's fine(8) shall we continue?

44 SS: no::: no no

45 (5)

46 T: i am not going to wait for you to make a drawing =  
 47 SS: [no no no  
 48 T: = [so please write down the words that's it and later you want (.) you draw it (3)  
 49 ok i am going to continue =  
 50 SS: = no no yes  
 51 T: yes?  
 52 Video: ( ) all plants are made of ( ) cells  
 53 T: so who can give three examples of living things that belong to the plant (.)  
 54 kingdom? (3)  
 55 S5: eh ( )  
 56 T: ok::  
 57 S5: trees  
 58 T: also trees right ok trees  
 59 S5: plants =  
 60 T: = plants  
 61 S6: flowers =  
 62 T: = flowers a part of it  
 63 (2)  
 64 S7: ° eh bacter(ia) °  
 65 S8: no  
 66 T: bacteria, that's another-another type  
 67 S9: ( )  
 68 T: ( ) is another type of plant as well right↑

The extract opens with a clear instruction provided by the teacher. From lines 1-20, the teacher clarifies the content that they are going to work on by highlighting that scientists organize living things in the world into different kingdoms and providing the children with some examples: “ok so to organize the different species into groups so for example if I say (.) a:h plants and trees are they in the part of the same kingdom?” (lines 7-8) and “if I say a:h monkeys humans and dogs (.) are they part of the same kingdom?” (line 13). Then, the teacher clearly presents the instruction of the activity: “I am going to present a video and I want you to (.) open ah you have already had your notebooks open ok then take a pen to take some notes pen pencil whatever you want ok↑ so please > everyone can ready <” (lines 16-20). After finishing the setting-up part, he plays and stops the video at certain parts to ask questions, repeat and emphasize the key points or check students’ understanding, for example: “ok so the kingdoms are like? (3)” (line 29); “ok

so this (.) these things are the main kingdoms that we are going to study (.) alright? so this is just the way to organize to classify (.) all the living things (.) so all the living things belong to one of this all of them (2) do you understand this?” (lines 31-33); or “are you taking notes?” (line 35).

Evidence of learning space can be observed in this extract. The longest and most noticeable pause of 36 seconds (line 27) was for the teacher to finish the setting-up work and make sure that the projector, the slides, the light were all in good conditions to start showing the video of the lesson and of course also for the students to get ready for this important video. Interestingly, among the seven participating teachers in this study (three from Madrid and four from Hanoi) T3 is the only one who used iPad in his lessons and made good use of high-tech equipment at school for teaching and learning. In his science lessons, the students were allowed to use table computers (one for each) to support their learning; for example, when learning about kingdoms of life the kids were guided by the teacher to search for information on the internet right in class, take notes on it, share it with friends or use it as part of group work for their group research project. This explains the big pause of up to 36 seconds (line 27) for setting up the presentation using a video. Although this pause was not counted as learning space, it was supportive to creating it. In a way, while the teacher was preparing the video, expectation was generated.

Regarding the use of wait-time, this was often employed to give the students adequate time to understand the teacher’s explanation on content, as in the case of the seven micro pauses: “so (.) for example (.) when we talk about kingdoms we are talking about (.) the ways (.) to organize (.) things (.) ok↑ so when we talk about kingdoms in natural sciences we are talking about the ways we have to organize (.) the different species >”(lines 1-3); two other micro pauses :“so we thought living things in the world (.) scientists organize them into kingdoms (.) ” (lines 16-18); the 4 micro pauses plus a pause of 2 seconds: “ok so this (.) these things are the main kingdoms that we are going to study (.) alright? so this is just the way to organize to classify (.) all the living things (.) so all the living things belong to one of this all of them (2) do you understand this?” (lines 31-33). More importantly, wait-time was used after the teachers’ eliciting questions to offer the students enough time to draw on their existing knowledge and pay attention; for example, a pause of 3 seconds after the question: “ok so the kingdoms are like? (3)” (line 29); or to give them time to answer, as in the pause of 3 seconds: “so who can give three examples of living things that belong to the plant (.) kingdom? (3)” (line 51).

Additionally, to help the children focus on the basic information, the teacher always reminded them to pay attention to key content information and to leave the drawing for later: “yes ( ) no you don't need you don't need to copy the drawing (.) I mean if you want later > you will do it <” (lines 37-38); “so we are going to see all of them (4) so for now you just take the notes all the different kingdoms that’s fine (8) shall we continue?” (lines 40-41); “I am not going to wait for you to make a drawing” (line 44); “so please write down the words that's it and later you want (.) you draw it (3) ok I am going to continue” (lines 46-47). On the one hand, it is time-consuming to keep reminding the students to make good use of time in class, but it is also worth doing as it is important for the kids to save the class time for important things. In this way, this feature contributes to generating learning space in this extract.

Regarding the use of CF, explicit correction on content was used twice, first: “yes they are part of the animal kingdom right?” (line 16); and second “ “bacteria, that's another-another type ” (line 63). The teacher’s decision to use this type of CF is probably appropriate as it saved time for important information of the presentation and kept the students focusing on identifying different kingdoms. In this case, then, I would argue that correcting students’ content errors explicitly could be supportive to creating efficient learning space as the purpose of this extract is to make sure there is a basic understanding of the topic before watching the video. All in all, I conclude that learning space is appropriately created in this extract.

Let’s move on to the analysis of learning space in the Hanoi schools. In the following extract, the class was working on the topic of “Food groups” and they were specifically looking for an answer to the question: which food group does milk with a lot of fat belong to?

Extract 10 (T4 – L2 – Jan.20)

- 1 T: WHAT IF IT HAS A LOT OF FAT? (2)
- 2 S1: because you have ((very noisy))
- 3 T: ((hand claps)) LISTEN (.) team number FIVE (1) minus point (1.5) what
- 4 happens if (.) this kind of milk > has a lot of fat? <
- 5 S2: ° it would changed into (grain) ° =
- 6 T: = AH what do you think? =
- 7 S2: = it would (.) be changed into grain =
- 8 T: = into↑ =

9 S2: = ◦ grain ◦ =  
 10 T: = grain↑ (2) A:H (1) I am not sure, maybe ANOTHER IDEA please? WE WILL  
 11 CHECK LATER > IF this kind of food has a lot of fat↑ < (1) HIGH FAT MILK (1)  
 12 S3: ◦ it will change into cheese ◦  
 13 T: ◦ cheese into cheese ◦, UHMM↑, NO I WANT TO ASK (.) WHAT GROUP will  
 14 it belong to?  
 15 SS: ( ) oil  
 16 T: oil, excellent A LOT OF FAT make us FAT it will come to OIL the OIL group,  
 17 not the DIARY group any more OK::: THE NEXT THING YOU HAVE I::S?

The interaction opens with the initial question in a loud voice: “WHAT IF IT (milk) HAS A LOT OF FAT?” (line 1), which is responded incompletely by S1 in a very noisy class. T4 has to stop and ask the class to pay attention to the question, she then asks the question again: “what happens if (.) this kind of milk > has a lot of fat? <” (lines 3-4). S2 gave an idea in a low voice: “◦ it would changed into (grain) ◦” (line 5), which is incorrect, both in content (because milk with a lot of fat cannot be changed into grain) and in form (because “be” is missing after “would”). The teacher immediately uses a metalinguistic question: “AH what do you think?” (line 6) and S2 reformulated her answer correcting the grammatical error but still making the content error: “it would (.) be changed into grain” (line 7). Thus, an elicitation followed: “into↑” (line 8), but S2 repeated the same error: “◦ grain ◦” in a soft voice (line 9). In the next CF turn, the teacher repeats the content error and adjusts her intonation to draw the student’s attention to it and, then, asks a question employing CF metalinguistic clue on content with emphasis on the underlined word (fat): “grain↑ (2) A:H (1) i am not sure, maybe ANOTHER IDEA please? WE WILL CHECK LATER > IF this kind of food has a lot of fat↑ < (1) HIGH FAT MILK (1)” (lines 10-11). Responding to this, S3 gave another answer “◦ it will change into cheese ◦” (line 12) in a low voice showing the student’s uncertainty on the answer. The teacher repeats it and then decides to change her question: “◦ cheese into cheese ◦, UHMM↑, NO I WANT TO ASK (.) WHAT GROUP will it belong to?” (lines 13-14), which is answered by the whole class correctly: “oil” (line 15). The interaction closes with the teacher’s confirmation and elaboration of the answer: “oil, excellent A LOT OF FAT make us FAT it will come to OIL the OIL group, not the DIARY group any more OK:::?” (lines 16-17).

Regarding evidence of the teacher creating learning space in the above extract, it can be observed that she used much wait-time. Examples of this are the pause of 2 seconds

after initiating the first question: “WHAT IF IT HAS A LOT OF FAT? (2)” (line 1); a micro pause in the middle of the turn repeating the initial question: “what happens if (.) this kind of milk > has a lot of fat? <” (lines 3-4); the pause of 2 seconds plus three pauses of one second each in: “= grain↑ (2) A:H (1) I am not sure, maybe ANOTHER IDEA please? WE WILL CHECK LATER > IF this kind of food has a lot of fat↑ < (1) HIGH FAT MILK (1)” (lines 10-11); a short untimed pause in the middle of the turn which reformulates the question: “NO I WANT TO ASK (.) WHAT GROUP will it belong to?” (lines 13-14). So, wait-time was provided for the students to understand the message and to prepare their answer, but it was not until the last turn that the class answered the question correctly as expected. With respect to the teacher’s CF use in this extract, it is noticeable that she uses metalinguistic clue on content three times: first “AH what do you think?” (line 6); second “IF this kind of food has a lot of fat↑ < (1) HIGH FAT MILK (1)” (lines 10-11); and third “NO I WANT TO ASK (.) WHAT GROUP will it belong to?” (lines 13-14). Elicitation is employed once: “into↑” (line 8). However, if we focus on the students’ uptake moves following the above mentioned CF use, it can be seen that CF elicitation results in the same error: “° grain °” (line 9); for the three metalinguistic clues on content, the first leads to the same error: “it would (.) be changed into grain” (line 7); the second with a different error: “° it will change into cheese °” (line 12); and, finally, class repair: “oil” (line 15). So, the CF use was effective in the end after the teacher’s reformulation of the initial question. To summarize the analysis of this part of the interaction with the focus on the evidence of an appropriate space created for learning opportunities, this extract shows positive evidence of wait-time and the use of CF; however, there is an absence of other interactional resources which are specifically applied to this CIC feature such as allowing more planning time and promoting extended learners’ turns.

The following extract is from the same Hanoi school, with another teacher (T5), and it belongs to the end of a lesson when the children are asked to summarize the main points learnt in the lesson.

Extract 13 (T5 – L2 – Jan.18)

- 1 T: so what did we learn today class? what did we learn today [(3)
- 2 SS: [(noisy)]
- 3 S1: ° we learnt about the food chain °



4 T: we learnt about the food chain (1) who can tell me (.) what is a food chain? (2.5)  
5 what is the food chain? [(4) =  
6 SS: [((noisy))  
7 T: = you can get my stamp if you can tell me (.) what is a food chain? (1) ok (3) who  
8 can? (2) you  
9 S2: ° is the path of the things that is ° ( )  
10 T: by which (.) energy↑ (2)  
11 S2: eh  
12 T: passes (.) from↑ (2)  
13 S2: eh  
14 T: who can? (1) who can tell me > what is food chain? < (4) you↑  
15 S3: a food chain IS a uhm =  
16 T: = a path↑ (.) by: which =  
17 S3: by which =  
18 T: = energy↑ =  
19 S3: = energy  
20 T: passes↑ (1) from ↑  
21 S3: from ( )  
22 T: from one living thing to↑ (.) another alright? so a food chain IS a path (.) by which  
23 (.) energy passes↑ from one↑ living thing to↑ another

In this extract, before finishing the class, the teacher asks the students to summarize the key content in the lesson: “so what did we learn today class? what did we learn today [(3)” (line 1). However, the class is very noisy and only S1 replies in a soft voice: “° we learnt about the food chain °” (line 2). The teacher repeats S1’s answer to the whole class and asks the students to define the food chain again: “we learnt about the food chain (1) who can tell me (.) what is a food chain? (2.5) what is the food chain? [(4) =” (lines 4-5). The class is still noisy, so the teacher tries to attract their attention by telling them that they will get her stamp for their answer; she then asks the question once again: “what is a food chain? (1) ok (3) who can? (2) you” (lines 7-8). So far, the teacher is trying to address the question in a noisy class just before the break time. Next, S2, who is nominated, responds in a soft voice: “° is the path of the things that is ° ( )” (line 9), which is coded as an error on content because the student cannot express a complete idea. This is followed by CF elicitation on content: “by which (.) energy↑” (line 10) and another elicitation: “passes (.) from↑” (line 12). Both are responded with hesitations: “eh” (lines 11 and 13). After asking the question again, the teacher nominates S3: “who can? (1) who

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can tell me > what is food chain? < (4) you↑” (line 14), but S3 also hesitates: “a food chain IS a uhm ” (line 15). CF elicitation on content is employed three more times from here onwards: “a path↑ (.) by: which ” (line 16); “energy↑” (line 18); and “passes↑ (1) from ↑” (line 20). However, S3 just repeats exactly the words provided by the teacher: “by which =” (line 17); “= energy” (line 19); and “from ( )” (line 21). Therefore, the teacher has to answer her own question in the end: “from one living thing to↑ (.) another alright? so a food chain IS a path (.) by which (.) energy passes↑ from one↑ living thing to↑ another” (lines 22-23). This explicit correction is followed by no uptake from the students.

Regarding wait-time, it was used a lot after asking questions to allow the students more time to prepare the answer. For example, there was a pause of 3 seconds after asking the question for the first time: “so what did we learn today class? what did we learn today [(3)” (line 1); three pauses in total of more than 3.5 seconds in: “we learnt about the food chain (1) who can tell me (.) what is a food chain? (2.5) what is the food chain? [(4)” (lines 4-5); four pauses of more than 6 seconds in: “you can get my stamp if you can tell me (.) what is a food chain? (1) ok (3) who can? (2)” (lines 7-8); and two pauses of 5 seconds in: “who can? (1) who can tell me > what is food chain? < (4)” (line 14). Wait-time was also provided adequately after CF elicitation on content for the students to fill in the incomplete utterance. For example, there was a pause of 2 seconds: “by which (.) energy↑ (2)” (line 10); another pause of 2 seconds: “passes (.) from↑ (2)” (line 12). In terms of the teacher’s CF use in the above extract, it is noticeable that elicitation on content was employed five times with 100% of following uptake. However, none of them were examples of repair; two of uptake moves were hesitations: “eh” (lines 11 and 13). In other words, they were examples of needs-repair. The remaining three of uptake moves were partial repairs in form of the exact repetition of separated words provided by the teacher, which finally led to the teacher’s explicit correction. What this tells us is that the CF used did not really bring about effectiveness in this part of interaction. This feature was in line with the researcher’s recall commentary: at the end of the lesson, the kids were tired, lost their interest and did not pay attention to the lesson; rather they wanted to get out of the class for their playing time. To conclude, even though wait-time was maximized and CF was provided constantly, and even though the space was created and showed the teacher’s effort in getting her students to focus on the important point of the lesson, the interaction did not end up successfully in space for learning.

The next extract (Extract 16) is from another primary CLIL school in Hanoi Vietnam; here the students are learning about the topic: “How animals respond to heat and cold”, and in this extract they are talking about elephants.

Extract 16 (T6 – L1 – Mar.2)

- 1 T: now everyone let's look at this (.) > tell me what are they? < (1)
- 2 S1: elephant
- 3 T: ((noise)) you please
- 4 S2: they are elephants =
- 5 T: = very good everyone say they are ELEPHANTS
- 6 SS: elephants elephants
- 7 T: ok (.) next (.) tell me where do they live? (7)
- 8 SS: ( )
- 9 T: five seconds ° to look at the book ° and tell me > where do they live? < (8) ok (.)
- 10 you please
- 11 S3: they live in Africa =
- 12 T: = Africa↑ (.) are you sure? =
- 13 S3: = yes=
- 14 SS: sure sure
- 15 T: ( ) now so where do they live in Vietnam? (1) > where do they live in Vietnam?
- 16 < (1) you please
- 17 S4: ZOO=
- 18 SS: = [((laughs))
- 19 T: [((laugh)) living in the ZOO:? A:H (.) and it's (friendly and slim) OK↑ (4) where
- 20 do they live (1) in nature? you please
- 21 S5: ah they live in (.) the south (of Vietnam) =
- 22 T: = ah south of Vietnam (.) and↑ (7) you please
- 23 S6: they live Africa, Asia ah (.) almost in (.) hot places =
- 24 T: = ok very good (.) they↑ (.) live almost in↑ (.) hot places very good (.) ° one star
- 25 for team ° 2 and next

The teacher begins by showing the kids a picture of elephants and asks the question: “now everyone let's look at this (.) > tell me what are they? <” (line 1). S1 gives the answer: “elephant” (line 2), with the s-ending missing. Then, S2 is nominated and responds with a more extended and correct answer: “they are elephants”, which is immediately followed by the teacher: “very good everyone say they are ELEPHANTS”

(line 5). The teacher moves on to the next question about the habitat of elephants: “ok (.) next (.) tell me where do they live? (7)” (line 7) and leaves a pause of 7 seconds to allow the students to prepare the answer. The unclear response from the class (line 8) leads the teacher to ask the students to open their books and check: “five seconds ° to look at the book ° and tell me > where do they live? < (8) ok (.) you please” (line 9). At the end of this turn, the teacher provides a lot of wait-time (a pause of 8 seconds) before nominating S3, who gives a good answer: “they live in Africa” (line 10), which is followed by a request for confirmation by the teacher in a latched turn: “= Africa↑ (.) are you sure? =” (line 11). S3 confirms the answer and the class confirms it, too. In the next turn, the teacher asks about the habitat of elephants in Vietnam, repeating it twice with a short pause of 1 second after each time: “( ) now so where do they live in Vietnam? (1) > where do they live in Vietnam? < (1)” (lines 14-15). S4 is nominated and answers in a very loud voice: “ZOO” (line 16). This content error made the class and the teacher laugh a lot though they were not making fun of the boy. In the next turn, the teacher provides two CF types, a repetition on content and a metalinguistic clue on content: “[((laugh)) living in the ZOO?: A:H (.) and it’s (friendly and slim) OK↑ (4) where do they live (1) in nature? ” (lines 18-19). The repetition on content is used after a laugh and seems to amuse the class: “it’s (friendly and slim) OK↑”. After a pause of 4 seconds, the teacher provides a metalinguistic clue on the same content by slightly changing the question: “where do they live (1) in nature?” S5 responds correctly but still unclearly at the end: “ah they live in (.) the south (of Vietnam)” (line 20). The teacher immediately confirms this and prompts the students to add more places: “= ah south of Vietnam (.) and↑ (7) you please” (line 21). This is responded by S6 with a much more detailed answer: “they live Africa, Asia ah (.) almost in (.) hot places =” (line 22). The extract closes with the teacher’s confirmation of the correct content and praising the students: “= ok very good (.) they↑ (.) live almost in↑ (.) hot places very good (.) ° one star for team ° 2 and next” (lines 23-24).

It is noticeable that whenever the teacher asked a question, she always provided a lot of wait-time (1 second in line 1, 7 seconds in line 7, 8 seconds in line 9, 2 pauses of 1 second each in line 14); 3 pauses of more than 5 seconds (lines 18-19); and the last waiting time of 7 seconds (line 21). The students were given plenty of time to think about the question and to prepare their answers. The teacher even clearly stated that she allowed time for the kids to look for the answer: “five seconds ° to look at the book ° and tell me

> where do they live? < (8)” (lines 9-10). So wait-time was maximized for the children to prepare the answer in a quite comfortable learning atmosphere as seen the classroom observation. Additionally, two CF types on content used in a single turn (lines 18-19) entailed peer-repair (line 20), which contributed to the appropriateness of the space created for learning in this part of the interaction. To conclude, learning space was created appropriately as the students were very engaged in the question, recognized the teacher’s cues to respond correctly at the end.

The table below summarizes the main points regarding space created for learning opportunities in the two contexts: primary CLIL Spain and primary CLIL Vietnam.

**Table 34.** Learning space

Context	Teacher	Evidence of learning space	Conclusion
<b>Madrid Spain</b>	<b>1</b>	<p>Interactional techniques:</p> <p>-Wait-time was provided after the teacher’s question, after providing a metalinguistic clue on content, after repeating the question and after a question given as a cue. All this allowed the students some more time to think about the difference between flu and cold.</p> <p>-On the part of the students, their extended turns were promoted by being offered more space. Planning time was also provided with a pause of 5 seconds in line 17 for the whole class to think more about the answer. This evidence proves the teacher’s effectiveness in using the time at a micro level to create appropriate space for the students to get involved in finding out the difference between flu and cold and to extend their turns.</p> <p>CF role:</p> <p>-Various CF types were used to generate learning space for the students. On content, there were 3 metalinguistic clues, a clarification request, an elicitation and an explicit correction. On language form, there was a recast on form.</p> <p>-The above employment of CF helped generate learning space in the sense that it provided the students with a number of chances to receive the teacher’s feedback, more time to think about the answer, also more cues to contrast flu to cold, especially after metalinguistic clues, and, finally, a very clear and detailed explicit correction at the end to help them to differentiate flu from cold.</p> <p>In short, based on the analysis above it can be concluded that learning space was created appropriately in this part of the interaction.</p>	Appropriate
	<b>2</b>	<p>Interactional techniques:</p> <p>-The target student (S1) was given a lot of chances to answer the question: she was offered the floor in total of 10 turns in this part of the interaction to try out different answers until she got it right at the end.</p> <p>-Wait-time and planning time were maximized to allow the target student to think and reformulate the answer again and</p>	Appropriate

		<p>again throughout the extract. These techniques were used to allow the student more time to prepare the answer, to wait for the student's repetition of the correct answer, and to check understanding.</p> <p>CF role:</p> <p>-Form CF was the main type used in this part of the interaction; this was in line with the focus in this extract because they were correcting the sentence: "Playing lots of video games will benefit your body more than doing exercise", in which words were in the wrong order. Throughout the extract, the teacher provided constant CF to help the target student reorder the words to make the correct sentence. In other words, the CF space actually handed a learning space over S1.</p> <p>In brief, in this part of the interaction the target student was given a very favorable learning space to receive constant CF, wait-time, planning time and a lot turns to utter the correct sentence herself, repeat and understand it.</p>	
	3	<p>Interactional techniques:</p> <p>-The longest and most noticeable pause of 36 seconds stands out from the extract, and is there for the teacher to finish the setting-up work and make sure that the projector, the slides, the light were all in good condition to start showing the video of the lesson and, of course, also for the students to get ready for this important video. This pause is not counted as learning space but can be considered supportive to creating it as it generated expectancy about the video.</p> <p>-It is clear in his turns that wait-time was provided a lot for the students to understand the focus of the lesson. More importantly, wait-time was used after the teachers' eliciting questions to offer the students more time to draw on their existing knowledge and be able to give the answers. Wait-time was also employed to give the students adequate time to understand the teacher's explanation of the content.</p> <p>-Additionally, to help the children focus on the basic information, the teacher always reminded them to pay attention to key content information and to leave the drawing for later. On the one hand, it is time-consuming to keep reminding the students to make good use of time in class; on the other hand, it is also worth doing in the sense that the teacher is teaching the kids to save the class time for important things. In this way, this feature contributes to generating learning space in this extract.</p> <p>CF role:</p> <p>-Explicit correction on content was used twice in this extract. The teacher's decision to use this type of CF was appropriate as it saved time for the main focus of this part of the lesson, which was the video presentation of content and kept the students focusing on identifying different kingdoms. By this, I would argue that correcting students' content errors explicitly can be supportive to creating efficient learning space, considering the purpose in this part of the lesson/unit.</p> <p>All in all, I conclude that learning space is appropriately created in this extract.</p>	Appropriate

<b>Hanoi Vietnam</b>	<b>4</b>	<p>Interactional techniques:</p> <p>-The teacher used a lot of wait-time, especially after formulating the initial question, repeating it, and then reformulating the question. So, enough wait-time was provided for the students to prepare their answer, and at the end that the class answered the question correctly as expected.</p> <p>CF role:</p> <p>-Elicitation was employed once, but it resulted in the same error. Metalinguistic clue on content was used three times, but this CF led to the same error, a different error and, finally, class repair after the teacher's reformulation of the initial question. So, the CF use was still effective at the end.</p> <p>To conclude, this extract shows positive evidence of wait-time and the use of CF to create an appropriate space for learning opportunities.</p>	Appropriate
	<b>5</b>	<p>Interactional techniques:</p> <p>-Wait-time was used a lot after asking questions to allow the students more time to prepare the answer. It was also provided adequately after CF elicitation on content for the students to fill in the incomplete utterance.</p> <p>- The researcher observed that in their actual interaction at the end of the lesson, the kids were tired, lost their interest and did not pay attention to the lesson; rather they wanted to get out of the class for their playing time.</p> <p>CF role:</p> <p>-Elicitation on content was employed five times, all of which followed by uptake. In spite of the high level of uptake, this type of feedback was ineffective for two reasons: first, 2 uptake moves were hesitations, and, thus, examples of needs-repair moves; second, the remaining 3 uptake moves were only partial repair in form of the exact repetition of the words provided by the teacher. This means that the CF used in this extract did not bring about effectiveness in this part of the interaction.</p> <p>To conclude, even though wait-time was maximized and CF was provided constantly, the space was created but not for learning to taking place; this space just showed the teacher's effort in getting her students to focus on the important point of the lesson just before the end of it.</p>	Inappropriate
	<b>6</b>	<p>Interactional techniques:</p> <p>-Whenever she asked a question the teacher always provided a lot of wait-time. The students were given plenty of time to think about the question and to prepare for their answers.</p> <p>-The teacher even clearly stated that she allowed planning time for the kids to look for the answer. So wait-time and planning time were maximized for the children to prepare the answer.</p> <p>CF role:</p> <p>- Two CF types on content used in a single turn in lines 19-20 entailed peer-repair, which contributed to the appropriateness of the space created for learning in this part of the interaction.</p> <p>To conclude, learning space was created appropriately as the students were very engaged in the question, contributed to it and received feedback from the teacher.</p>	Appropriate

For this second feature of the teachers' CIC – Space created for learning opportunities – all three participating teachers in primary CLIL Spain showed their effectiveness in creating appropriate space which could generate the students' learning. To briefly summarize, T1 effectively used the following interactional techniques: wait-time or planning time, promoting learners' extended turns, especially through the use of different types of CF metalinguistic clue on content, clarification request on content, explicit correction on content and recast on form. In the extract between T2 and her students, the target student was given a very favorable learning space as she received constant CF, wait-time, planning time and a lot of turns to finally utter the correct sentence herself, repeat and understand it. T3, also provided plenty of wait-time, reminded the students to spend class time on important things, and used explicit correction on content twice to focus their students' attention on recognizing different kingdoms. However, in primary CLIL Vietnam, T5 was not successful in creating learning space for their students in the analyzed extract. In this case, even though wait-time was maximized and CF was provided constantly, the space was created but learning did not take place; this space just showed the teacher's effort to get her students to focus on the important point of the lesson, but it failed because the students were completely distracted before break time. For the other two teachers (T4 and T6) in the Hanoi context, they were effective in this aspect. In the case of T4, positive evidence of wait-time and the use of CF were found; these helped create an appropriate space for learning opportunities. T6 was also effective in creating appropriate learning space for their students. In her extract, the students were allowed a lot of wait-time and planning time to get involved in the question, contributed to it and received feedback from the teacher in a friendly environment. To sum up, all three teachers in the Madrid schools showed supportive evidence in creating appropriate learning space; two others in the Hanoi schools also showed positive evidence. However, one teacher in this context was ineffective in this CIC feature.

In the next section, we investigate the third feature of teacher's classroom interaction – the teacher shapes learners' contributions.

### **6.3 Shaping students' contributions**

"CIC entails teachers being able to shape learner contributions by scaffolding, paraphrasing, re-iterating and so on" (Walsh 2013: 58). Walsh elaborates that the teacher does this *shaping* process through taking a learner's response and paraphrasing it by using slightly different words or grammatical structures; changing the learner's utterance by



summarising to make it more concise or extending it a bit; providing scaffolding to assist the student to modify the initial utterance and say what he/she really wants to say in an appropriate way; or giving the student a recast by handing the response back to the student with some changes. Walsh, thus, emphasizes that the process of shaping happens when the teacher uses interactional techniques such as paraphrasing, clarifying, repeating, modelling, or repairing. Importantly, interactional CF can be seen as an important factor to shape learners' contribution. It is because CF includes subtypes which can be related to some of the techniques identified to shape learners' contributions. For example, explicit correction is a way of modelling; recasts can be equal to repairing; clarification request can be seen as eliciting; repetition is equivalent to re-iterating, but with a prompting function; and both metalinguistic clue and elicitation are often used a lot as scaffolding techniques. Thus, CF types largely overlap with techniques identified as shaping learners' contribution. Evidence for this will be clearly provided in this part of the micro-analysis.

Focusing on the Madrid context first, in the extract below, the teacher and her students were working on the topic: "Common illnesses", and they were finding the answer to the question: "Say two things that you can do to protect your body against germs or bacteria".

Extract 3 (T1 – L12 – Nov.26)

- 1 T: e::h (3.5) say two things (1) that you can do (1) to protect your body against
- 2 germs or bacteria (1.4) two things that you can do to protect your body against germs
- 3 or bacteria virus or bacteria[(2) shsss
- 4 SS: [(noisy))
- 5 S1: ° e:h put vaccinations ° =
- 6 T: = put on vaccination↑
- 7 S1: and (.) e::h (anti) and (4) ((laugh))
- 8 T: > I read the question again be careful < (1) TWO THINGS that you CAN DO (.)
- 9 TO PROTECT (.) YOUR BODY against viruses or bacteria (1.8) to PROTECT (17)
- 10 S2
- 11 S2: e:h
- 12 SS: ((laughs))
- 13 T: shsss
- 14 S2: °°°° e:h vaccination and ( ) penicillin↑=
- 15 T: no (.) protect no that cures but not protect another (1) S3
- 16 S3: e:h
- 17 SS: ((noisy))

18 T: shsss  
 19 S3: when () e:h e:h put vaccinations↑ =  
 20 T: put on a vaccination↑ =  
 21 S3: > put on a vaccination < (1) and e:h (2) e:h put the:: (2) the antibiotic =  
 22 T: NO again antibiotic doesn't prevent cures (2) S4 [(7)  
 23 SS: [(noisy))  
 24 T: shss  
 25 S4: °°°° wash your hands  
 26 T: = VERY GOOD wash your hands VERY GOOD S4=  
 27 S4: or brush your teeth =  
 28 T: = you can BRUSH YOUR TEETH, WASH YOUR HANDS, WEAR YOUR  
 29 PLASTIC SHOES TO [THE SWIMMING POOLS =  
 30 SS: [(noisy))  
 31 T: = shsss  
 32 S5: ()  
 33 T: that's fine he gives it too (2) exactly THINGS THAT WE CAN DO PREVENT  
 34 PREVENT NOT TO CURE ANTIBIOTIC CURES NOT PREVENT so put on  
 35 vaccinations as s1 said, WASH YOUR HANDS before (.) eating or after going (.) to  
 36 the toilet, WEARING WHAT? (1.2) wearing (.) [plastic shoes to the swimming pools  
 37 =  
 38 S6: [plastic shoes  
 39 T: = brushing your teeth (1) e:h putting in the bin the tissue after↑ (1) running nose  
 40 or sneezing > so there are many things that you can say < OK

In the first three lines, the teacher initiates the question: “e::h (3.5) say two things (1) that you can do (1) to protect your body against germs or bacteria (1.4) two things that you can do to protect your body against germs or bacteria virus or bacteria[(2) shsss”. The question is repeated at the beginning with emphasis put on all content words and wait-time provided in five pauses of 8.9 seconds in total within this turn. In this way, the teacher makes sure the question is clear to all students at the beginning because the class is noisy as noted in line 4. S1 comes up with the first response in a low voice: “° e:h put vaccinations °” (line 5), which contains an error on form (phrasal verb “put on” lacks “on”) and a partial error on content because this is one thing but the question asks for two things. The teacher immediately provides a double CF (a recast on form and an elicitation on content): “= put on vaccination↑” (line 6), which is responded with hesitation: “and (.) e::h (anti) and (4) ((laugh))” (line 7). Thus, in the next CF turn, the teacher provides the student with a metalinguistic clue to address the question again: “> I read the question

again be careful < (1) TWO THINGS that you CAN DO (.) TO PROTECT (.) YOUR BODY against viruses or bacteria (1.8) to PROTECT (17) S2” (lines 8-9). This is still responded with another hesitation: “e:h” (line 10), and then with another error on content at a low voice by S2: “◦ e:h vaccination and ( ) penicillin◦” (line 13). Penicillin is not the second thing to protect you from viruses and bacteria; it is used to cure an illness. This utterance also shows S2’s hesitation because it is given in a low voice together with a rising pitch after penicillin to ask the teacher for confirmation. After this, another metalinguistic clue is provided: “no (.) protect no that cures but not protect another (1) S3” (line 14). The teacher specifies that penicillin cures an illness; it does not protect you from an illness. S3 still hesitates (line 15) before repeating the first correct thing: “when ( ) e:h e:h put vaccinations↑ ” (line 18), which is followed by a recast on form: “put on a vaccination↑ ” (line 19). S3 repairs the error on form but makes a different error on content: “> put on a vaccination < (1) and e:h (2) e:h put the:: (2) the antibiotic” (line 20), because antibiotic is not used to protect you from an illness, it is used to cure it. Another CF metalinguistic clue is used here: “NO again antibiotic doesn't prevent cures (2) S4 [(7)” (line 21). After this feedback, the student notices the cue and gives a very good idea: “◦ wash your hands ◦” (line 24), though the utterance is given in a low voice. Immediately, the teacher picks up that idea and repeats it to the whole class accompanied with positive reinforcement: “= VERY GOOD wash your hands VERY GOOD S4” (line 25). S4, possibly understanding that he is going in the right way, gives one more idea: “or brush your teeth =” (line 26). Repetition is employed here to highlight the correct ideas given by S4 and then the teacher adds more ideas, adjusting her voice loudly to make sure the answer reaches the whole class: “= you can BRUSH YOUR TEETH, WASH YOUR HANDS, WEAR YOUR PLASTIC SHOES TO [THE SWIMMING POOLS =” (lines 27-28); “that's fine he gives it too (2) exactly THINGS THAT WE CAN DO PREVENT PREVENT NOT TO CURE ANTIBIOTIC CURES NOT PREVENT so put on vaccinations as S1 said, WASH YOUR HANDS before (.) eating or after going (.) to the toilet, WEARING WHAT? (1.2) wearing (.) [plastic shoes to the swimming pools =” (lines 32-35); and: “= brushing your teeth (1) e:h putting in the bin the tissue after↑ (1) running nose or sneezing > so there are many things that you can say < OK” (lines 37-38).

Based on the analysis above, in relation to the teacher’s shaping of the learners’ contribution, scaffolding is used mainly through CF metalinguistic clues and elicitation on content. There were two metalinguistic clues on content as analyzed above: firstly, to

elaborate the key point in the question: “> I read the question again be careful < (1) TWO THINGS that you CAN DO (.) TO PROTECT (.) YOUR BODY against viruses or bacteria (1.8) to PROTECT” (lines 8-9); secondly, to explain the error on content to the student: “no (.) protect no that cures but not protect another (1) S3” (line 14); and thirdly, to explain another error on content to student : “NO again antibiotic doesn't prevent cures” (line 21). Elicitation on content was provided after the first correct idea in order to elicit the second idea: “= put on vaccination↑” (line 6). Together with those CF types, two recasts on form were used appropriately in that they helped the students to focus the attention on the key content that they were working on, not being interrupted to correct errors on form. Those recasts were a type of repairing technique. This CF use step by step led the students to the ultimate correct answer on content; this result was shown by the repair on content finally occurring: “◦ wash your hands ◦ (line 24) and: “or brush your teeth” (line 26). The rest of the extract (lines 27-38), was mainly for the teacher to elaborate on the answer and emphasize important points. To sum up, the teacher’s shaping of her learners’ contribution was effective mainly by employment of interactional CF techniques including metalinguistic clue on content, elicitation on content and recasts on form and other resources such as repetition, emphasis and positive reinforcement, altogether to scaffold the students towards the target content.

The second extract is from T2 in a different school in Madrid. The teacher and the students are working on the topic “looking after yourself” focusing on “why is sleeping important?”

Extract 6 (T2 – L4 – Nov.17)

- 1 T: another healthy habit okay we have (.) what is this? (1)
- 2 S1: ( ) =
- 3 T: = what is this? can you be quiet please it is important
- 4 S2: ( ) it's the sensation=
- 5 T: = [the sensation↑
- 6 SS: [(laughs)) ( )
- 7 T: you know how to say (.) ok↓ (.) S2 you are very clever to explain [why] =
- 8 S3: [> who is clever? <]
- 9 T: = is it important to have?
- 10 S3: > who is clever? <
- 11 (5)

12 S2: eh to keep clean a:h =  
 13 T: = no we are talking about something different ( )  
 14 S2: ah sorry <L1 hablando sobre otro L1> ((we are talking about a different thing))  
 15 T: ( ) you concentrate (1) why is sleeping important? =  
 16 SS: = me me  
 17 S2: to to relax the body  
 18 T: ↑more idea? (.) > because the other day you said a lot of things <  
 19 S2: me? <L1 pero no me sale L1 > ((but i cannot think of any word))  
 20 (6)  
 21 T: say in different words why is sleeping important? there are many different reasons  
 22 (2) you said one can you say it again please?  
 23 S2: to relax the body =  
 24 T: = why do you need to relax the body? (2)  
 25 S2: [because  
 26 T: [but it is only the body that we need to relax or also the mind?  
 27 S2: the mind =  
 28 T: = and what happens if we relax the mind that the next day we can↑  
 29 S2: we can eh (.) ° (study) very well ° (6) we can we can eh (3.2) we can learn↑ =  
 30 T: = learn better and if we learn better is because we can↑  
 31 S2: we can concentration =  
 32 T: = we can concentrate we can memorize S2 and you need to listen because these  
 33 words have been said in class (.) these words (.) we are here to learn them so maybe  
 34 you don't rest enough because you cannot concentrate.  
 35 S2: AH REST <L1 era esa palabra L1 > ((that's the word))  
 36 T: rest  
 37 S4: °and (.) this is important because the next day you have energy°  
 38 T: ok to have energy to rest yes S2 you know now it helps us to concentrate to learn  
 39 to memorize (.) okay

The first part of the interaction (lines 1-14) evolves around the question “what is this (habit)?”; and the second part (lines 15-41) focuses on “why is sleeping important?”. The teacher begins this part by asking the first question: “another healthy habit okay we have (.) what is this? (1)” (line 1), which is responded very unclearly by S1. The teacher asks the question again and tells the class to be quiet and pay attention to the question: “= what is this? can you be quiet please it is important” (line 3). S2 responded to it wrongly: “( ) it's the sensation=” (line 4). This is an error on content because “sensation” is not a

healthy habit. CF repetition is immediately provided here: “= [the sensation↑” (line 5), and at the same time the class starts laughing at the student. The teacher patiently encourages S2 to stay focusing on the question and ignore the laughter around him: “you know how to say (.) ok↓ (.) S2 you are very clever to explain [why] =” (line 7); “= is it important to have?” (line 9), while some students are questioning the cleverness of student: “[> who is clever? <]” (line 8), and: “> who is clever? <” (line 10). In the next turn, the student makes another error on content: “eh to keep clean a:h =” (line 12), which is immediately followed by CF metalinguistic clue on content: “= no we are talking about something different ( )” (line 13). The student realizes that he is not addressing the question by giving an acknowledgement: “ah sorry <L1 hablando sobre otro L1> ((we are talking about a different thing))” (line 14). The teacher keeps spending time on the target student and uses a recast on content which is included in the second question: “( ) you concentrate (1) why is sleeping important? =” (line 15). While many other students are raising hands to compete for floor to answer this question, S2 is still given the next turn: “to to relax the body” (line 17), which is relevant to the target content. From here onwards, the teacher employs a scaffolding technique based mainly on metalinguistic and elicitation feedback. Next, the teacher elicits more ideas from the target student by elicitation feedback: “↑more idea? (.) > because the other day you said a lot of things <” (line 18); this is not followed by more ideas but only by the student’s excuse (line 19). Very patiently, the teacher uses both metalinguistic comment and an elicitation question in her next turn: “say in different words why is sleeping important? there are many different reasons (2) you said one can you say it again please?” (lines 21-22). The student repeats his first idea as suggested without adding anything more: “to relax the body =” (line 23). The teacher immediately makes a metalinguistic question to guide S2 towards the target content: “= why do you need to relax the body? (2)” (line 24). Wait-time is also provided here for the student to prepare his answer, but the next response is still hesitation: “because” (line 25). The teacher provides the third metalinguistic feedback, which is much clearer: “but it is only the body that we need to relax or also the mind?” (line 26). The response: “the mind” (line 27) is one more step that S2 has reached. The teacher connects ideas together and adds more clues to elicit closer ideas from the target student: “= and what happens if we relax the mind that the next day we can↑” (line 28). The effect can be seen here with a much more extended learner turn by S2: “we can eh (.) ° (study) very well ° (6) we can we can eh (3.2) we can learn↑ =” (line 29). To

encourage the student to give a more complete answer, the student continues with the fourth elicitation feedback: “= learn better and if we learn better is because we can↑” (line 30). Finally, S2 reaches the target content answer with the response: “we can concentration =” (line 31), which contains an error on form (concentrate, not concentration). Here, the teacher provides an explanation of the content with emphasis put on important words and recast on form (concentrate): “= we can concentrate we can memorize S2 and you need to listen because these words have been said in class (.) these words (.) we are here to learn them so maybe you don’t rest enough because you cannot concentrate” (lines 32-34). This is followed by a *light-bulb moment* by S2: “AH REST < L1 era esa palabra L1 > ((that’s the word))” (line 35), which shows that S2 has just remembered one important verb they learnt in the previous lesson. S4 also adds another idea: “=and (.) this is important because the next day you have energy=” (line 37). Even though this is said in a low voice, it also means that the scaffolding techniques employed so far have brought about a positive effect in helping the children recall key content ideas from the previous lessons. The extract closes with the teacher highlighting the target content by emphasizing all the key words: “ok to have energy to rest yes S2 you know now it helps us to concentrate to learn to memorize (.) okay” (lines 38-39).

Based on the analysis above, there are several explanations for the teacher’s effectiveness in shaping her learners’ contribution, especially the target S2 in this extract. Firstly, the scaffolding technique was employed successfully with two fundamental feedback types, namely metalinguistic clue and elicitation. It is necessary to note here that they were cases of interactional feedback, not CF types, as S2’s response: “to to relax the body” (line 17) to the question: “why is sleeping important?” Which did not contain a content error. The teacher used both metalinguistic and elicitation feedback effectively to bridge the ideas together and step by step lead S2 to the target content. All the process of shaping was done in a very encouraging and patient way. Besides, CF was also employed with a supportive function in this extract: CF repetition on content: “= [the sensation↑” (line 5); CF metalinguistic clue on content: “= no we are talking about something different ( )” (line 13); CF recast on content included in a new question: “( ) you concentrate (1) why is sleeping important?” (line 15) and another recast on form: “we can concentrate” (line 32). Recasts are used here as a repairing technique, and CF repetition had the function of a prompting technique in shaping the learners’ contributions. In sum, the teacher was effective in shaping her learners’ contribution in

this extract using a number of interactional techniques such as metalinguistic clue and elicitation feedback, recasts and repetition.

The following extract (Extract 7 below) corresponds to the third teacher in the Madrid context. This extract was already used for the analysis of the convergence between pedagogic goals and language use in the first part; it is now reused as an illustrative example to show the feature of this teacher in shaping his learners' contribution. The extract is at the beginning of the lesson when the teacher elicits ideas and activates students' prior knowledge about the topic "Kingdoms of life".

Extract 7 (T3 – L1 – Nov.10)

- 1 T: alright so (.) before we start the unit (.) what do you think or what are you thinking
- 2 when you read 'kingdoms of life'? what do you think we are going to study today?
- 3 'kingdoms (.) kingdoms of life'? (2) S1↑ =
- 4 S1: = kingdom
- 5 T: ((laugh)) uh [what are kingdoms?]
- 6 SS: [((laughs))]
- 7 S1: eh ( ) ° castles ° =
- 8 T: = English? =
- 9 S1: = ° castles ° =
- 10 SS: = ((laughs)) =
- 11 T: = sorry? =
- 12 S1: = castles =
- 13 T: = CASTLE (.) ok so maybe you can (.) you know you can link (.) the idea of
- 14 kingdoms with the castles uh ok S2
- 15 S2: the circle of life =
- 16 T: = circle of life so (.) even related (.) bu::t > I don't know where you are going to
- 17 see the circles of life right now < but it's related (.) so when you talk about the circle
- 18 of life (.) what is the circle of life about? (1)
- 19 S2: eh, ( ) (grass)
- 20 T: grass ok so (1) what you can think we are (.) talking about? are we talking about
- 21 animals and plants right↑ ok so (.) S3 (.) well()
- 22 S3: the life of the kingdom people
- 23 T: uh ok so people (.) > when we talk about people we talk about kingdom right? <
- 24 =
- 25 S3: = yes =
- 26 T: = so we are part of the kingdom
- 27 S3: no (.) I mean the people of England =



28 T: = the people of England (.) ok > maybe the people of England the people of Spain  
 29 < the people of everywhere [so all the people =  
 30 S3: [the kingdom]  
 31 T: = all the people belong to the kingdom  
 32 S3: but kingdom is (4)  
 33 T: u::h (2) you you I think you mean you mean (.) the: United Kingdom right?  
 34 (1) that's the UK (.) that's the different idea (3) S4  
 35 S4: the (.) (L1)  
 36 T: English?  
 37 S4: the (1)  
 38 T: so like the circle of life you mean? (1)  
 39 S4: eh ()  
 40 T: > it's similar it's similar <  
 41 S5: the different ( ) kingdoms of (.) animals  
 42 T: the different kingdoms of animals (.) alright

The teacher employed the scaffolding technique effectively and mainly in the form of CF metalinguistic clue on content throughout the extract. The CF sequence started from an error on content: “° castles °” (line 7), which was repeated twice at a low voice in response to the question: “what do you think or what are you thinking when you read ‘kingdoms of life’? what do you think we are going to study today?” (lines 1-3). The teacher provided a clarification request on content: “sorry?” (line 11) and was responded with the same error “castle” (line 12). From now on, metalinguistic clue on content was used six times to prompt the student towards to the correct answer: firstly, “CASTLE (.) ok so maybe you can (.) you know you can link (.) the idea of kingdoms with the castles” (lines 13-14) to encourage the student to keep thinking about the question; secondly, “circle of life so (.) even related (.) bu::t > I don’t know where you are going to see the circles of life right now < but it’s related (.) so when you talk about the circle of life (.) what is the circle of life about?” (lines 16-18) to relate the partial repair: “the circle of life” (line 15) made by S2 to the answer; thirdly, the metalinguistic clue on content: “grass ok so (1) what you can think we are (.) talking about? are we talking about animals and plants right↑” (lines 20-21) to continue relating the second partial repair: “eh, ( ) (grass)” (line 19) to more relevant ideas, that is, animals and plants; fourthly, after a different error: “the life of the kingdom people ” (line 22), the teacher used another metalinguistic

clue on content: “uh ok so people (.) > when we talk about people we talk about kingdom right? ” (line 23) to pick up a relevant word “people” and make a question related to the target content, which was responded by an acknowledgement: “yes” (line 24); the fifth metalinguistic clue was: “so we are part of the kingdom” (line 25) to pull the student a bit more closely to the target content, but it was followed by the same error made by S3: “no (.) I mean the people of England” (line 26); the sixth metalinguistic clue: “the people of England (.) ok > maybe the people of England the people of Spain < the people of everywhere [so all the people belong to the kingdom” (lines 27-28) to explain what was meant by “people” in the topic; unexpectedly, S3 still insisted on his idea: “but kingdom is” (line 31), so the teacher decided to make an explicit correction here “u::h (2) you you I think you mean you mean (.) the: United Kingdom right? (1) that’s the UK (.) that’s the different idea” to avoid this student’s moving away from the topic. As already mentioned in the analysis of this extract with the focus on the first CIC feature, following these 7 CF moves, there were also 7 uptake moves. Despite the fact that up to 6 uptake moves were all coded as needs-repair with 3 of them as the same error, the CF use was still effective first in the sense that the CF explicit correction was provided in time to stop the student’s wrong thinking after prompting this student several times. The CF use was then effective in that it finally led to a peer-repair (line 41). So, the teacher’s CF use and the students’ responses in the current analysis also served really well the purpose of guiding the students to the topic of the new lesson. This extract is a good example of the teacher’s effectiveness in using the scaffolding technique mainly in the form of metalinguistic clue on content to shape the learners’ understanding.

Let’s move on now to the analysis of the teachers’ shaping learners’ contribution in the primary CLIL context, in Hanoi, Vietnam. In the extract below (Extract 11), the children are working on the topic “Food groups”, and they are talking about one of the key words in the lesson “digest”.

Extract 11 (T4 – L2 – Jan.20)

- 1 T: ok everyone say DIGEST
- 2 SS: digest
- 3 T: DIGEST
- 4 SS: digest
- 5 T: what does: digest mean? (1) what does digest mean? (1) S1
- 6 S1: < L1 tiêu hóa L1 > ((digest))

7 [(3)  
8 SS: [((laugh))  
9 T: [((laugh)) another can you give a:h english please? you please  
10 S2: <L1tiêu thụ L1> ((consume))  
11 SS: [< L1 trời ơi:::L1> ((oh god:::)) ((noisy))  
12 [(2)  
13 T: ((clap hands)) could you say in english in simple ways to understand digest? (.)  
14 S3  
15 S3: the food (we) eat in (.) in the stomach [(3)  
16 SS: [((laugh and noisy))  
17 T: ok ((clap hands)) a:h it sounds OK (.) ANOTHER WAY? please give the  
18 definition of digest (2) digest↑ (3) you can use the verb turn the food into↑  
19 S4: into stomach =  
20 T: = uh↑ into stomach no  
21 [(5)  
22 SS: [((noisy))  
23 T: S5?  
24 S5: no  
25 T: DIGEST turn the food into something that your body can use OK? (5)  
26 SS: OH::: ((noisy))

The extract opens with the teacher modelling the pronunciation of the key verb in this part in a loud voice: “ok everyone say DIGEST” (line 1), and the students drill it as requested: “digest” (line 2). This procedure is repeated in lines 3-4. It is important to note here that modelling pronunciation and asking the students to drill it can be considered a prototypical feature in the Vietnam context in general and the primary CLIL Hanoi in particular. Next, the teacher initiates the question: “what does: digest mean? (1) what does digest mean? (1) S1” (line 5). The question is initiated and repeated with wait-time provided after each one with a pause of 1 second before the teacher nominates S1. This student gives a correct meaning in Vietnamese: “< L1tiêu hóa L1> ((digest))” (line 6), which is followed by the other students’ and the teacher’s laughter during 3 seconds. Then, the teacher specifies that she wants the kids to give the meaning of “digest” in English: “[((laugh)) another can you give a:h english please? you please” (line 9). S2 is nominated to give another answer: “<L1tiêu thụ L1> ((consume))” (line 10), which is still in Vietnamese and incorrect. The class reacts to this response with an exclamation: “[< L1 trời ơi:::L1> ((oh God:::)) ((noisy))” (line 11). Clearly, some children are still thinking

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they are expected to give the meaning of the word in Vietnamese. This time, the teacher has to clap her hands loudly to attract the students' attention and specify again that she wants them to define "digest" in English, not in Vietnamese: "((clap hands)) could you say in English in simple ways to understand digest? (.) S3" (line 13). So far, the question is asked in three turns in quite a short extract of only 25 lines. But it is not clear until line 14, where the third nominated student gives the first response in English: "the food (we) eat in (.) in the stomach [(3)". This example contained an error on form because, although the student uses some relevant words, it is incomplete to define "digest". The class again reacts to S3's response in the same way: laughing and being noisy. In the next turn, after clapping her hands again to get the students' attention to focus on the question, the teacher provides a positive comment, repeats the key words in the question, and allows the kids more planning time; and then she provides CF elicitation: "ok ((clap hands)) a:h it sounds OK (.) ANOTHER WAY? please give the definition of digest (2) digest↑ (3) you can use the verb turn the food into↑" (lines 16-17). S4 completes the elicitation wrongly: "into stomach" (line 18), which is immediately followed by the teacher with CF metalinguistic clue on form: "uh↑ into stomach no" (line 19). Here, the teacher just repeats the student's utterance and adds: "no" to tell her/him that it is not the correct answer. Wait-time is provided again and S5 is nominated but does not have answer. Finally, the teacher gives the answer herself: "DIGEST turn the food into something that your body can use OK? (5)" (line 24). The extract closes with an acknowledgement made by the class: "OH:: ((noisy))" (line 26).

Based on the above analysis, there was no supportive evidence of the teacher shaping the learners' contribution in this part of interaction. There was neither scaffolding nor paraphrasing employed in the above extract to help the students use simple English to build up an appropriate definition of the verb "digest". Only one phrasal verb "turn the food into" (line 17) was provided as the only cue for the students to define "digest". Even when they got stuck (line 23) with no further response, the teacher did not paraphrase or use any more suggestions to guide them. She then defined the word "digest" herself with the only phrasal verb provided before (line 24). Regarding the teacher's CF use in this part of interaction, CF elicitation, metalinguistic clue and recast on form were used each once; however, the elicitation led to a different error: "into stomach" (line 18), the metalinguistic clue resulted in no uptake and the last recast brought about an acknowledgement from the class: "OH:: ((noisy))" (line 25). The use of CF, then, did not show a supportive role in building up connected steps guiding the students towards the

answer. To conclude, this extract showed no evidence of the teacher shaping her learners' contribution.

The next extract (Extract 14) is from a different class at the same school in Hanoi. The topic of the lesson is "the food chain" and the students are asked to name some carnivores that they know.

Extract 14 (T5 – L2 – Jan.18)

- 1 T: HOW ABOUT (.) THE (.) [CARNIVORE? =
- 2 SS: [carnivore
- 3 T: = carnivore what are carnivores? =
- 4 SS: = me me me ((raise hands))
- 5 T: you please
- 6 SS: ((noisy))
- 7 S1: > they're animals that only eat meat <
- 8 T: yeah, THEY ARE↑
- 9 SS: animals
- 10 T: that only eat↑
- 11 SS: MEAT =
- 12 T: = meat alright ok so > who can tell me some < ah (.) carnivores that you know?
- 13 (2.5) you please
- 14 S2: the lion =
- 15 T: = LION (1) what-ah what-ah do lions eat? > what do the lions eat?<
- 16 SS: meat HUMAN HUMAN human meat ((noisy))
- 17 T: everyone please a:h you please
- 18 S3: eh tiger =
- 19 T: TIGER (.) a kind of carnivore (.) ah you
- 20 (3)
- 21 S4: horse < L1 horse là carnivore đúng không? à đâu L1 > ((horse is carnivore right?
- 22 oh no))
- 23 S5: < L1 đúng carnivore có mà L1 > ((that's right carnivore it is))
- 24 T: do the horse eat meat?
- 25 SS: no::: =
- 26 S4: = < L1 horse đúng là [carnivore L1 > ((horse is carnivore))
- 27 T: horse eats (.) GRASS alright so THEY ARE↑
- 28 S4: HERBIVORE
- 29 T: ((nods the head)

The extract opens with the teacher's initiation of the question in a loud voice: "HOW ABOUT (.) THE (.) [CARNIVORE? =" (line 1) and again: "= carnivore what are carnivores? =" (line 3). In response to the question, the class shows their interest with an overlapped turn: "[carnivore" (line 2) and a lot of raising hands: "= me me me ((raise hands))" (line 4). S1 is nominated and quickly gives a correct answer: "> they're animals that only eat meat <" (line 7). From line 8 to 12, the teacher re-iterates the correct answer with the whole class using an elicitation technique: a rising pitch at the end of her turns to invite the class to complete the utterance. This is clearly done for the purpose of highlighting the key features of the definition of carnivores: "they are animals that only eat meat" (line 7). The teacher then moves on to eliciting the students to give some examples of this type: "alright ok so > who can tell me some < ah (.) carnivores that you know? (2.5) you please" (lines 12-13). The second nominated student gives a correct example: "the lion =" (line 14), which is immediately followed by the teacher with a latched turn: "= LION (1) what-ah what-ah do lions eat? > what do the lions eat? <" (line 15). The whole class gets involved in this question by chorusing: "meat HUMAN HUMAN human meat ((noisy))" (line 16). Next, S3 is nominated and gives another correct example: "eh tiger =" (line 18), which is repeated by the teacher: "TIGER (.) a kind of carnivore (.) ah you" (line 19). An error on content occurs with S4: "horse < L1 horse là carnivore đúng không? à đâu L1 > ((horse is carnivore right? oh no))" (line 21). Here, the teacher sits back for a moment and another student confirms: "< L1 đúng carnivore có mà L1 > ((that's right carnivore it is))" (line 22). The teacher provides CF metalinguistic clue on content in her next turn using a question asking about a typical feature of this animal to decide if it belongs to carnivores or not: "do the horse eat meat?" (line 23). This is responded by the whole class with the acknowledgement: "no:: =" (line 24) and S4's same error: "= < L1 horse đúng là [carnivore L1 > ((horse is carnivore))" (line 25). In the actual interaction, as observed by the researcher, this turn showed S4's thinking aloud. Then, the teacher provides CF elicitation on content: "horse eats (.) GRASS alright so THEY ARE↑" (line 26). Recognizing this cue, student confidently gives his correct answer in the end: "HERBIVORE" (line 27), which is a self-repair. The teacher confirms the correct answer by nodding her head at the end of the extract.

Based on the analysis above, the most important technique used was scaffolding, which was used to shape the students' contribution, especially S4's. The scaffolding was built in two steps: CF metalinguistic clue on content (line 23) and CF elicitation on

content (line 26). In the first step as analysed above, the teacher used a metalinguistic question asking about the eating habit of the horse: “do the horse eat meat?” (line 23), which was responded by the whole class “no::: =” (line 24), this acknowledgement shows that the class reached this step. However, S4 did not; he was still thinking aloud with the same idea: “= < L1 horse đúng là [carnivore L1 > ((horse is carnivore))” (line 25). In the second step, the teacher employed CF elicitation on content: “horse eats (.) GRASS alright so THEY ARE↑” (line 26), which was very clear so that S4 could utter his answer loudly: “HERBIVORE” (line 27). This self-repair served as evidence for the effectiveness of the CF use in this extract. In sum, the *shaping* technique was used effectively in this part of the interaction.

Extract 17 below is the last one in this analysis. Here, the kids are learning about the topic “How animals respond to heat and cold”, and they are talking about two animals (penguin and polar bear) as examples of warm-blooded animals.

Extract 17 (T6 – L1 – Mar.2)

- 1 T: now let's see how can they survive (.) in↑ cold climate? so what animals in cold
- 2 climate? who can tell me? OK (2) ah you please
- 3 S1: ° penguin °
- 4 T: IT'S A↑ ah very good it's a↑ PENGUIN (.) now everyone say PENGUIN
- 5 SS: penguin
- 6 T: very good (.) next?
- 7 [(7)
- 8 SS: [((noisy)) polar bear ( ) bear
- 9 T: exactly it's pole bear (2) do you remember mammal mean and bird mean?
- 10 SS: yes
- 11 T: yes so which one is mammal and which one is bird? (5) first which one is
- 12 mammal? (3) team 5 please?
- 13 S2: bear
- 14 T: ah a bear is: a↑
- 15 S2: mammal
- 16 T: ok a bear is a mammal VERY GOOD (1) and↑ PENGUIN IS A↑ [(4)
- 17 SS: [(raise hands))
- 18 me me me
- 19 T: NOW EVERYONE TELL ME PENGUIN IS A↑
- 20 SS: BIRD

21 T: penguin is a bird (1) now do you know birds and mammals are warm-blooded?  
 22 do you know warm-blooded mean?(16) yeah warm-blooded means↑ [((write on the  
 23 board))  
 24 SS: [<L1 máu nóng L1> ((warm-blooded))  
 25 T: now everyone let's write down on your notebook  
 26 SS: <L1 máu nóng L1> ((warm-blooded))  
 27 (50) ((teacher circulates the class to check))  
 28 T: and (.) warm-blooded helps them↑ stay↑ active in cold weather (4) now everyone  
 29 tell me do you have warm-blooded?  
 30 SS: YESSS  
 31 T: yes or no? who say yes raise your hands say yes raise your hands (2) ah ok team  
 32 2 team 5 team 4 what about team 3? (9) are we warm-blooded? (5)  
 33 SS: no  
 34 T: no? ((write on the board)) warm-blooded that means the body temperature will  
 35 keep from 32 to 47°C (3) <L1nếu như là những động vật có máu nóng này là những  
 36 động vật gì? có nhiệt độ cơ thể luôn giữ ở mức 32 cho đến 47°C L1> ((translation in  
 37 Vietnamese for the meaning of warm-blooded))  
 38 [(6)  
 39 SS: [((noisy))  
 40 T: we are warm-blooded

Based on the content, the extract can be divided into four main parts: introducing names of two animals that they are working on (lines 1-9); classifying them into their distinctive groups (lines 10-20); identifying a common feature for the two animals (lines 21-28); and expanding information for the rest (lines 29-39). To begin with, the teacher starts by pointing at some pictures in the textbook to elicit the names of animals they are learning about in a cold climate, that is, penguin and polar bear. She also models the pronunciation of penguin and asks the students to drill it (lines 4-5). In the next part, the teacher asks for information on the groups that penguin and polar bear belong to. This fact is quite distinctive between the two animals so most students show they know about it (lines 13 and 15), the class raises their hands to answer the question, and the response (line 20) is made by the whole class, too. Next, the teacher continues to present a common feature shared by the two groups of animals: “warm-blooded helps them↑ stay↑ active in cold weather” (line 27). In the last part, the teacher expands the information a bit by asking the students if they are warm-blooded. Most of the class responds: “YESSS” (line 29), but when the teacher asks them again: “yes or no? who say yes raise your hands say yes raise your hands (2) ah ok team 2 team 5 team 4 what about team 3? (9) are we warm-



blooded? (5)” (lines 30-31), some change their answer to “no” (line 32). To correct this error on content, the teacher provides CF metalinguistic clue including the Vietnamese translation: “no? ((write on the board)) warm-blooded that means the body temperature will keep from 32 to 47°C (3) <L1nếu như là những động vật có máu nóng này là những động vật gì? có nhiệt độ cơ thể luôn giữ ở mức 32 cho đến 47°C L1> ((translation in Vietnamese for the meaning of warm-blooded))” (lines 33-36). Wait-time is provided with a pause of 6 seconds (line 37), but no answer follows. In the end, the teacher has to answer it herself in CF explicit correction on content: “we are warm-blooded” (line 39).

Basically, the teacher presented some facts on two animals – penguin and polar bear – and expanded the information a bit by referring to human beings at the end. There were none of interactional techniques, such as: scaffolding, paraphrasing, clarifying or repairing used in this part of the interaction in order to shape the students’ contributions. Content CF was employed with metalinguistic clue once and explicit correction once as analyzed above. However, the CF use was ineffective, this was shown by no uptake following both metalinguistic clue and explicit correction. To conclude, the above extract did not show any evidence of the teacher’s competence in shaping her learners’ contribution.

The following table summarizes the main findings regarding how the teachers shaped their learners’ contributions across two primary CLIL contexts: Madrid and Hanoi.

**Table 35.** Shaping students’ contributions

Context	Teacher	Shaping students’ contributions	Conclusion
Madrid Spain	1	<ul style="list-style-type: none"> <li>- The most important technique was scaffolding mainly based on using CF metalinguistic clues on content and CF elicitation on content: There were three metalinguistic clues on content: first, to elaborate the key point in the question; second, to explain the error on content to the student; and third, to explain another error on content to the student. Elicitation on content was provided after the first correct idea in order to elicit the second idea.</li> <li>-Two recasts on form were used appropriately in that they helped focus the students’ attention on the key content that they were working on, not being interrupted to correct errors on form. Those recasts represented a repairing technique.</li> <li>-The CF use, step by step, led the students to the correct answer on content, which was shown by the final repair.</li> </ul>	Effective

		<p>-Other resources such as repetition, emphasis and positive reinforcement were also used to scaffold the students towards the target content.</p> <p>To sum up, the teacher was effective in shaping her learners' contribution through the use of interactional CF techniques, including metalinguistic clue on content, elicitation on content and recasts on form, to scaffold the students in learning the target content.</p>	
	2	<p>-Firstly, a scaffolding technique was employed successfully with two fundamental feedback types: metalinguistic clue and elicitation. The teacher used both types effectively to bridge the ideas together and, step by step, led S2 to the target content. All the process of shaping was done in a very encouraging and patient way.</p> <p>-Besides, CF was also employed in this extract in the form of repetition on content, metalinguistic clue on content, recast on content and another recast on form. These recasts used here can be considered a repairing technique.</p> <p>In sum, the teacher was effective in shaping her learners' contribution in this extract.</p>	Effective
	3	<p>-The teacher employed the scaffolding technique effectively and mainly in the form CF metalinguistic clue on content throughout the extract. Metalinguistic clue on content was used six times to prompt the student towards the correct answer: firstly, to encourage the student to keep thinking about the question; secondly, to relate the first partial repair to the answer; thirdly, to continue relating the second partial repair to more relevant ideas, that is, animals and plants; fourthly, to pick up a relevant word and make a question related to the target content; the fifth metalinguistic clue was used to pull the student more closely to the target content; and the sixth metalinguistic clue was used to explain what was meant by "people" in the topic. Then, CF explicit correction on content was finally used to avoid S3's moving away from the topic of the lesson.</p> <p>- Following these 7 CF moves, there were also 7 uptake moves. Despite the fact that up to 6 uptake moves were all coded as needs-repair with 3 of them as the same error, the CF use was still effective first in the sense that the CF explicit correction was provided in time to stop the student's wrong thinking after prompting this student several times. The CF use was then effective in that it finally led to a peer-repair.</p> <p>So, this extract is a good example of the teacher's effectiveness in using the scaffolding technique mainly in the form of metalinguistic clue on content to shape the learners' understanding.</p>	Effective
Hanoi Vietnam	4	<p>-There was no supportive evidence of the teacher's shaping of the learners' contribution in this part of the interaction. There was neither scaffolding nor paraphrasing in the above extract to help the students to use simple English to build up an appropriate definition of the verb "digest". "Turn the food into"</p>	Ineffective

		<p>was the only cue provided for the students to define “digest”. Even when they got stuck with no further response, the teacher did not paraphrase or use any more suggestions to guide them. She finally defined the word “digest” herself.</p> <p>-Besides, CF use was not employed effectively to help shape the learners’ contribution. CF elicitation, metalinguistic clue and recast, all on form were used each once; however, elicitation led to a different error, metalinguistic clue resulted in no uptake, and the last recast brought about an acknowledgement utterance. This did not help the teacher build up connected steps to guide the students towards the answer.</p> <p>To conclude, this extract showed no evidence of the teacher’s shaping learners’ contribution.</p>	
	5	<p>-The most important technique used to shape the students’ contributions was scaffolding, especially with S4. The scaffolding was carried out in only two steps, with the help of one CF metalinguistic clue on content and one CF elicitation on content. In the first step, the teacher used a metalinguistic question asking about the eating habit of the horse, which was responded by the whole class with an acknowledgement utterance showing that they had reached this step. However, S4 was still thinking aloud with the same wrong idea. In the second step, the teacher employed CF elicitation on content, so that S4 could utter his answer loudly. This self-repair served as evidence for the effectiveness of the CF use in this extract.</p> <p>In sum, the <i>shaping</i> technique was used effectively in this part of the interaction.</p>	Effective
	6	<p>-Basically, the teacher presented some facts on two animals – penguin and polar bear – and expanded the information a bit by referring to human beings at the end.</p> <p>-There were none of interactional techniques, such as: scaffolding, paraphrasing, clarifying or repairing used in this part of interaction in order to shape the students’ contribution.</p> <p>-Content CF was employed with metalinguistic clue once and explicit correction once. However, the CF used was ineffective shown by no uptake following both metalinguistic clue and explicit correction.</p> <p>To conclude, the above extract did not show any evidence of the teacher’s competence in shaping her learners’ contribution.</p>	Ineffective

This table has summarized the main findings regarding the teachers’ effectiveness in shaping their learners’ contribution. The conclusion column shows that all the three teachers in primary CLIL Spain were effective while two of three teachers in primary CLIL Vietnam were not. As shown in the summary of evidence, T1 successfully used the scaffolding technique mainly based on employing CF metalinguistic clue on content and CF elicitation on content to guide the students step by step to the correct answer. CF

recasts as a type of repairing technique were also used appropriately to get the students to focus on the key content and not to be interrupted by form correction. T1 also used other interactional resources such as repetition, emphasis and positive reinforcement to scaffold the students towards the target content. T2 was also successful in shaping her learners' contribution by employing a scaffolding technique with two fundamental feedback types – metalinguistic and elicitation – to bridge the ideas together and step by step lead S2 toward the target content. Her use of CF also contributed to her effectiveness in shaping S2's contribution. T3 also employed scaffolding techniques effectively and mainly in the form of CF metalinguistic clue on content throughout the extract and CF explicit correction near the end as an appropriate online-decision to stop student 4's wrong thinking. T3 was effective in shaping his learners' contribution, too. In contrast, T4 and T6 in primary CLIL Vietnam were not successful in shaping their learners' contribution for reasons summarized as follows. In T4's extract, there was neither scaffolding nor paraphrasing to help the students define "digest", only one phrasal verb "turn into" provided as the only cue. When the students got stuck, no further suggestions were provided, and the teacher finally defined the word herself using the only cue given before. Her CF use did not show a supportive role in guiding the students towards the answer. For T6, there were none of interactional techniques, such as scaffolding, paraphrasing, clarifying or repairing used in her extract in order to shape the students' contribution. Content CF was employed with metalinguistic clue once and explicit correction once. However, the CF use was ineffective shown by no uptake following both metalinguistic clue and explicit correction. Some other interactional techniques including modelling and re-iterating appeared but had no role in shaping learners' contribution. Only T5 was effective in shaping her students' contribution by using a scaffolding technique with two steps: CF metalinguistic clue on content and CF elicitation on content. The student's self-repair served as evidence for the effectiveness of the CF use in this extract.

## 6.4 Discussion

There are two main points presented in this discussion of the micro-analysis of the study; first, the causal relationship between the contextual differences and the effectiveness of CIC across the two contexts – primary CLIL in Madrid, Spain and primary CLIL in Hanoi, Vietnam; second, the interactive relationship between the effectiveness of the teachers' CF use and their CIC. The second point will be dealt with

in two sub-sections; one on the convergence between the effectiveness in the CF use and CIC features, another on the alignment between the ineffectiveness in the use of CF and lack of CIC features. We now begin with the causal connection between the contextual differences and the teachers' effectiveness in CIC across the two contexts under the present study.

#### 6.4.1 The effectiveness of CIC and contextual differences

Based on the results of the micro-analysis so far, the three teachers in primary CLIL Spain showed their higher competence in classroom interaction compared to their counterparts in Vietnam. All the selected extracts from the three teachers in the Madrid schools proved positive evidence of the teachers' CIC with respect to four main features: alignment of the teachers' predetermined teaching goals and their actual language use, space created for learning opportunities, the feature of shaping learners' contribution, and the teachers' use of interactional CF. In contrast, the participating teachers in the Hanoi schools were less effective in their classroom interaction as shown in 5 out of the 9 selected extracts; however, this ineffectiveness did not apply to the same CIC features. These three teachers in Hanoi were ineffective in some cases but effective in others. The following table briefly summarizes the results of the teachers' CIC features:

**Table 36.** The teachers' CIC features

Context	Teacher	The teachers' CIC features		
		Convergence of pedagogic goals and the use of language	Space created for learning opportunities	Shaping students' contributions
<b>Madrid Spain</b>	1	Convergent	Appropriate	Effective
	2	Convergent	Appropriate	Effective
	3	Convergent	Appropriate	Effective
<b>Hanoi Vietnam</b>	4	Divergent	Appropriate	Ineffective
	5	Convergent	Inappropriate	Effective
	6	Divergent	Appropriate	Ineffective

These results can be explained in part by the teachers' and students' different experiences in CLIL teaching and learning. The three teachers in the Madrid schools had more years of teaching experience both as teachers of English and as CLIL teachers compared to the three teachers in the Hanoi schools. For example, Teacher 2 had 18 years of teaching experience as a teacher of English, and 10 years as a CLIL teacher. She was

also a coordinator of the English program at her school and a vice-dean of the school. Teacher 1 had 15 years of teaching experience as a teacher of English, 9 years as a CLIL teacher and 2 years as a Spanish/English bilingual teacher in the US where she taught at both primary and secondary schools. She was also a coordinator of the English program for grades 4-5-6 at her school. Teacher 3 had the least teaching experience in the Madrid context, with 7 years as a teacher of English and 5 years as a CLIL teacher. In Hanoi, all three teachers had only from 5 to 8 years of experience as teachers of English and 2 to 3 years as CLIL teachers. Additionally, the Madrid teachers had higher relevant degrees, qualifications, CLIL training courses with a lot more exposure to the target language, English in this case. To give more detailed information on this, teacher 2 in the Madrid context had two master degrees and an English teaching degree; teacher 1 had a qualification in English pedagogy and a teaching degree for kindergarten; and teacher 3 had a qualification in English teaching and a degree in EFL. All these three teachers had frequent contact with English both at their work and in their personal life: the first teacher had lived in the US for 4 years, 2 of which as a Spanish/English bilingual teacher, and the second teacher had learnt English for some years in the US, too. In contrast, in the Hanoi context all four participating teachers were exactly the same regarding their English teaching qualifications and English exposure. They all had a bachelor in English teaching and only used English in classes of English and to talk to native teachers. It is noticeable that of all participating teachers in the study, only teacher 2 had taken some relevant courses in CLIL teaching while the rest of the teachers had had no CLIL training<sup>8</sup>. Regarding the students, the ones in the Madrid context had had more years of experience in learning Natural Science, Social Science and other subjects in English, while their peers in the Vietnam schools had English mainly as a language subject with a small amount of Mathematics and Sciences in English<sup>9</sup>. These contextual differences can partly explain the Madrid teachers' more effectiveness in classroom interaction than the Hanoi teachers'. Remaining reasons rest on the relationship between the teachers' effectiveness in the use of CF and their CIC, which leads to the second point of the discussion in the section below.

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<sup>8</sup> Refer back to Table 3 for more detailed information about each teacher in the two contexts

<sup>9</sup> Refer back to Table 2 for more detailed differences between two schools contexts

#### **6.4.2 The relationship between CF and CIC**

This section will bring together all evidence from the data analysis of the present study to show the connection between the two models applied – CF and CIC. The teachers' effectiveness in the CF use does not depend on the types of CF, rather it relies on other CIC factors. In all three cases in Madrid and one case in Hanoi, the teachers' effectiveness in the CF use was aligned with their effectiveness in classroom interaction, thus they contributed to each other. However, in two other cases in Hanoi, the teachers' CF use appeared effective with high levels of uptake but actually ineffective because of very low levels of repair or even no repair. In these cases, the teachers' ineffectiveness in the use CF was due to other CIC factors including the divergence between pre-identified pedagogic goals and the language use, inappropriate learning space, the teachers' forceful requests for repair and no use of scaffolding or paraphrasing. For readers' ease and convenience, some extracts including illustrative examples are attached again here.

##### ***Effective CF use aligned with CIC features***

CF as a supportive factor contributed to the effectiveness of the teachers' classroom interaction. Illustrative examples from the data in both primary CLIL Spain and primary CLIL Vietnam have shown how the use of CF was aligned with other interactional strategies in making the teacher-student interaction successful. For example, in Extract 3 below, which is from primary CLIL Spain, the teacher and her students were working on the topic: "Common illnesses", focusing on the question: "Say two things that you can do to protect your body against germs or bacteria". The evidence of the teacher's CF use as a contributing factor to the CIC effectiveness was seen in the scaffolding technique used. This scaffolding was mainly based on three CF metalinguistic clues on content: firstly, to elaborate the key point in the question (lines 8-10); secondly, to explain the error on content to the students (line 15); and thirdly, to explain another error on content (line 22). Another CF type used in this scaffolding is recasts on form; two recasts on form (line 6 and line 18) were used appropriately in that they helped focus the students' attention on the key content and that they were not interrupted to be corrected on form. These CF types step by step led the students to the final correct answer on content (lines 25 and 27). These repair moves served as evidence for the teacher's effectiveness in managing CF to shape the learners' contributions, as well as students' effectiveness in noticing their teacher's feedback cues to respond appropriately.

Extract 3 (T1 – L12 – Nov.26)

- 1 T: e::h (3.5) say two things (1) that you can do (1) to protect your body against  
 2 germs or bacteria (1.4) two things that you can do to protect your body against germs  
 3 or bacteria virus or bacteria [(2) shsss
- 4 SS: [((noisy))
- 5 S1: ° e:h put vaccinations ° =
- 6 T: = put on vaccination↑
- 7 S1: and (.) e::h (anti) and (4) ((laugh))
- 8 T: > I read the question again be careful < (1) TWO THINGS that you CAN DO (.)  
 9 TO PROTECT (.) YOUR BODY against viruses or bacteria (1.8) to PROTECT (17)  
 10 S2
- 11 S2: e:h
- 12 SS: ((laughs))
- 13 T: shsss
- 14 S2: ° e:h vaccination and ( ) penicillin↑°=
- 15 T: no (.) protect no that cures but not protect another (1) S3
- 16 S3: e:h
- 17 SS: ((noisy))
- 18 T: shsss
- 19 S3: when ( ) e:h e:h put vaccinations↑ =
- 20 T: put on a vaccination↑ =
- 21 S3: > put on a vaccination < (1) and e:h (2) e:h put the::: (2) the antibiotic =
- 22 T: NO again antibiotic doesn't prevent cures (2) S4 [(7)
- 23 SS: [((noisy))
- 24 T: shss
- 25 S4: ° wash your hands°
- 26 T: = VERY GOOD wash your hands VERY GOOD S4=
- 27 S4: or brush your teeth =
- 28 T: = you can BRUSH YOUR TEETH, WASH YOUR HANDS, WEAR YOUR  
 29 PLASTIC SHOES TO [THE SWIMMING POOLS =

Extract 4 below is another example also from primary CLIL Spain, which supports the alignment between the teachers' effectiveness in the CF use and their CIC. Looking specifically at the role of CF in this extract, recasts on form were used twice, and elicitation on form was also employed twice in order to help the teacher achieve her predetermined teaching aims. The first CF recast on form (line 6) resulted in a self-repair



move (line 7), which showed that it was effective. The second recast on form (line 20) did not lead to an uptake move because it was used in this feedback turn with the focus of eliciting more content information from the student. As for elicitation on form, it was first employed to elicit the correct verb choice from students (line 13). This CF move led to the student's partial repair in the next turn, which still missed the key verb "prevent". The teacher, thus, provided another CF elicitation on form (lines 15-16), which, then, led to both peer repair and self-repair (lines 17-18). Clearly, the teacher's CF use was effective with a very high level of the students' repair (3 repair moves in response to 4 CF moves); this effectiveness of CF use was a key factor employed by the teacher to help students retrieve the main vocabulary to define vaccinations, which was predetermined as the pedagogical goal for this part of interaction.

Extract 4 (T2 – L7 – Nov.25)

- 1 T: yesterday we were talking about scientists about germs and how the scientists
- 2 research and if the scientists research what did they discover? [(3) S1=
- 3 SS: [.HHH((raise hands))
- 4 S1: = eh °vaccinate – vaccinations °=
- 5 T: = vaccinations vaccines [vaccinations =
- 6 SS: [vaccinations
- 7 T: = alright yeah so a lot () ok so vaccinations good and what is vaccination can
- 8 anyone define? (1) a vaccination i::s (2) yeah don't translate Spanish is fine but you
- 9 need to explain (1.4) S2
- 10 S2: a vaccination (.) the doctor puts you a vaccinate (.) a vaccination to didn't ha::ve
- 11 =
- 12 T: = to↑ what is the word to: ? =
- 13 S2: = infectious diseases =
- 14 T: to:↑ (2) to:↑ remember to have diagnosis, treatment, but before diagnosis we
- 15 have::↑ pre =
- 16 S3: = prevent =
- 17 S2: = prevent =
- 18 T: = to prevent vaccination prevent↑ (1.3)
- 19 S2: the: the ° infectious diseases ° =
- 20 T: = from infectious diseases ok one example of infectious diseases↑ (1)
- 21 S2: smallpox =
- 22 T: = it's smallpox ok great so remember prevent prevention () right↑ so vaccinations
- 23 prevent us from infectious diseases () and dirt and germs are everywhere right↑ (1) and

24 we come to the doctor when we have a flu, we have a virus (.) so we don't get fear  
 25 (1.4) and we infect (.) the others ok↑ so vaccination protect prevent

The next example (Extract 8 below) is also from primary CLIL Spain. It is at the beginning of the lesson when the teacher has just finished introducing the topic; he now shows the children a video about “Kingdoms of life” with the basic information of six kingdoms: plants, animals, bacteria, archaea, protists and fungi. In this example, explicit correction on content was used twice, first: “yes they are part of the animal kingdom right?” (line 16); and second “bacteria, that's another-another type ” (line 63). The teacher’s decision to use this type of CF is probably appropriate as it saved time for important information of the presentation and kept the students focusing on identifying different kingdoms. In this case, then, I would argue that correcting students’ content errors explicitly could be supportive to creating efficient learning space.

Extract 8 (T3 – L1 – Nov.10)

1 T: so (.) for example (.) when we talk about kingdoms we are talking about (.) the  
 2 ways (.) to organize (.) things (.) ok↑ so when we talk about kingdoms in natural  
 3 sciences we are talking about the ways we have to organize (.) the different species >  
 4 do you know what species are? <  
 5 SS: yes  
 6 T: yes? yes or no?  
 7 SS: yes  
 8 T: ok so to organize the different species into groups so for example if i say (.) a:h  
 9 plants and trees are they in the part of the same kingdom?  
 10 SS: yes  
 11 T: ok so they would belong CLARA ((because she is making noise and this is a false  
 12 name)) to the same kingdom right?  
 13 SS: yes  
 14 T: if i say a:h monkeys humans and dogs (.) are they part of the same kingdom?  
 15 S1: no =  
 16 SS: = [yess  
 17 T: [yes they are part of the animal kingdom right? ok so we thought living things  
 18 in the world (.) scientists organize them into kingdoms (.) and this is what we are going  
 19 to study today so for this i am going to present a video and i want you to (.) open ah  
 20 you have already had your notebooks open ok then take a pen to take some notes pen  
 21 pencil whatever you want ok↑ so please > everyone can ready <  
 22 ((noise))  
 23 S2: do you write (.) the kingdoms of life?

24 T: kingdoms of life ( )

25 S3: ( ) eh pencil?

26 T: you can use pencil if you want (3) ok let me (.) can I use it? ( )

27 SS: yesss

28 ((36" to prepare slides show))

29 Video: all ( ) can be placed into one of six groups ( ) the groups are called

30 kingdoms the six

31 T: ok so the kingdoms are like? (3)

32 Video: kingdoms are plants, animals, bacteria, archea, protists and fungi

33 T: ok so this (.) these things are the main kingdoms that we are going to study (.)

34 alright? so this is just the way to organize to classify (.) all the living things (.) so all

35 the living things belong to one of this all of them (2) do you understand this?

36 SS: yes

37 T: are you taking notes?

38 SS: yes no no i did ( )

39 T: yes ( ) no you don't need you don't need to copy the drawing (.) i mean if you want

40 later > you will do it <

41 S4: ( )

42 T: so we are going to see all of them (4) so for now you just take the notes all the

43 different kingdoms that's fine(8) shall we continue?

44 SS: no::: no no

45 (5)

46 T: i am not going to wait for you to make a drawing =

47 SS: [no no no

48 T: = [so please write down the words that's it and later you want (.) you draw it (3)

49 ok i am going to continue =

50 SS: = no no yes

51 T: yes?

52 Video: ( ) all plants are made of ( ) cells

53 T: so who can give three examples of living things that belong to the plant (.)

54 kingdom? (3)

55 S5: eh ( )

56 T: ok:::

57 S5: trees

58 T: also trees right ok trees

59 S5: plants =

60 T: = plants

61 S6: flowers =  
 62 T: = flowers a part of it  
 63 (2)  
 64 S7: ° eh bacter(ia) °  
 65 S8: no  
 66 T: bacteria, that's another-another type  
 67 S9: ()  
 68 T: () is another type of plant as well right

1

One more example to show the evidence of the contribution of CF use to the teachers' effectiveness in classroom interaction was found in the following extract (Extract 14) from primary CLIL Vietnam. In this part of interaction, the students were working on the topic: "The food chain", and they were asked to name some carnivores that they know. CF was used as a main interactional resource to make the teacher's scaffolding technique successful in this extract. The scaffolding was built in two steps: step one in the form of CF metalinguistic clue on content (line 24) and step two with CF elicitation on content (line 27). Firstly, the teacher used a metalinguistic question asking about the eating habit of the horse (line 24), which was responded by the whole class's acknowledgement (line 25), which shows that the class reached this step. However, the target student was still behind; he was thinking aloud with the same wrong idea (line 26). Therefore in the second step, the teacher employed CF elicitation on content (line 27), which was followed by a self-repair (line 28). This self-repair proved the effectiveness in the use of CF, and then led to the teacher's effectiveness in shaping students' contributions.

Extract 14 (T5 – L2 – Jan.18)

1 T: HOW ABOUT (.) THE (.) [CARNIVORE? =  
 2 SS: [carnivore  
 3 T: = carnivore what are carnivores? =  
 4 SS: = me me me ((raise hands))  
 5 T: you please  
 6 SS: ((noisy))  
 7 S1: > they're animals that only eat meat <  
 8 T: yeah, THEY ARE↑  
 9 SS: animals

10 T: that only eat↑  
 11 SS: MEAT =  
 12 T. = meat alright ok so > who can tell me some < ah (.) carnivores that you know?  
 13 (2.5) you please  
 14 S2: the lion =  
 15 T: = LION (1) what-ah what-ah do lions eat? > what do the lions eat?<  
 16 SS: meat HUMAN HUMAN human meat ((noisy))  
 17 T: everyone please ah you please  
 18 S3: eh tiger =  
 19 T: TIGER (.) a kind of carnivore (.) ah you  
 20 (3)  
 21 S4: horse < L1 horse là carnivore đúng không? à đâu L1 > ((horse is carnivore right?  
 22 oh no))  
 23 S5: < L1 đúng carnivore có mà L1 > ((that's right carnivore it is))  
 24 T: do the horse eat meat?  
 25 SS: no::: =  
 26 S4: = < L1 horse đúng là [carnivore L1 > ((horse is carnivore))  
 27 T: horse eats (.) GRASS alright so THEY ARE↑  
 28 S4: HERBIVORE  
 29 T: ((nods the head)

To conclude, the evidence from the analysis of the data in both primary CLIL Spain and primary CLIL Vietnam proved that the effectiveness in the CF use is an important indicator of the teachers' CIC and it is related to other CIC factors. A competent teacher in classroom interaction is the one who employs CF appropriately as one of other efficient interactional strategies.

### ***Ineffective CF use aligned with lack CIC features***

The evidence from the analysis of the data in primary CLIL Vietnam, on the other hand, showed the teachers' ineffectiveness in the CF use due to lack of other CIC features, including the divergence between pre-identified teaching aims and the actual use of language, inappropriate learning space, the teachers' forceful requests for repair and no use of scaffolding or paraphrasing. The following examples will elaborate on this aspect.

In the first case (Extract 15), the students were talking about one type of reptiles (snakes), and this part was in the middle of the lesson. With respect to the teacher's CF use, the teacher employed various CF types both on form (8 CF moves) and on content

(3 CF moves) with CF elicitation on form used the most often (4 times). Following these CF moves, there were 4 uptake moves being coded as the same error, 3 uptake moves as a different error, and other 3 as no uptake. Despite the last class-repair (line 27), the use of CF did not help the teacher achieve her predetermined pedagogical goals because what she pre-identified as the teaching aims was divergent from her actual language use in this part of interaction. To elaborate again for this discussion, the teacher wrote in her recall commentary that: “My purpose in this part is to help students learn about some reptiles before discovering about their environment and some different ways in which they respond to heat”. She also specified some techniques that she employed: “I used the picture of some snakes and a lizard to elicit the answer: reptiles; I used error correction to model correct English when pronunciation errors are made”. Comparing to the actual interaction analyzed before, although the teacher’s pedagogic aim for this part was: “to help students learn about some reptiles”, her actual focus was on one type only (snakes) and her priority in this part of interaction was to correct a grammatical error (“snake” misses s-ending). Throughout the extract, it was very clear that the students didn’t realize their teacher’s cues to correct an error on form, rather the kids were looking for an alternative noun for the animal in the picture, so they provided several alternatives, such as: “lizard” (line 14) and “reptile” (line 16), both still with the same grammatical error (missing s-ending). Therefore, it was the mismatch between the teacher’s pedagogic goals and her actual language use that caused the teacher-student interaction in this extract ineffective; as a result the CF use did not play a supporting role to the teacher’s CIC in this case.

Extract 15 (T6 – L2 – Mar.9)<sup>10</sup>

- 1 T: everyone look at this and tell me WHAT ARE THEY?
- 2 SS: snake snake
- 3 T: what are they? tea::m ok S1 please
- 4 S1: snake
- 5 T: THEY ARE↑
- 6 S1: they are snake
- 7 T: snake (1) NO I am sorry
- 8 SS: me me > me me I know I know < ((raise hands))

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<sup>10</sup> Capital letters used to indicate that a part of utterance is louder than surrounding talk

9 T: you please  
 10 S2: snake  
 11 T: snake no  
 12 SS: me me me ((raise hands))  
 13 T: you please (1) they are↑  
 14 S3: they are (lizard-) lizard  
 15 T: LIZARDS (.) SURE? (.) ah you please  
 16 S4: reptile  
 17 T: reptile ↑=  
 18 SS: = me me =  
 19 T: = reptile AH it's one type of reptiles (.) and they are reptiles > that's ok < they're  
 20 reptiles and THEY ARE↑ (.) EXACTLY THEY ARE↑  
 21 SS: me me me ((raise hands))  
 22 T: you please  
 23 S5: lizard ((wrong pronunciation))  
 24 T: AH EVERYONE (.) IF I HAVE ONLY ONE SNAKE I SAY↑ (.) SNAKE BUT  
 25 I HAVE SO MANY SNAKES HERE SO↑ =  
 26 SS: = snakessss =  
 27 T: A:H SNAKESSS OK? EVERYONE SAY SNAKES  
 28 SS: SNAKES  
 29 T: SNAKES  
 30 SS: snakessss  
 31 T: ok that's good =  
 32 S6: slakes  
 33 T: not slake (.) snakes ok

Extract 13 below is another ineffective case in primary CLIL Vietnam. This part of interaction was at the end of the lesson when the children were asked to define again: “what is a food chain?” In terms of the teacher’s CF use in this example, CF elicitation on content was employed five times with 100% of following uptake. This figure seemed very effective, but it was actually ineffective because 2 uptake moves were coded as hesitation (lines 11 and 13) and 3 others as partial repair. It is, however, necessary to elaborate here that the partial repair occurred three times in the form of exact repetition of separated words just provided by the teacher. This means the CF use did not bring about real effectiveness; the students repeated the teachers’ words just to fulfill their nominated turns. Additionally, the last explicit correction (lines 22-23) was for the teacher

to answer her own question, and it was followed by no uptake. This is because in the actual interaction the researcher observed that at the end of the lesson the kids were very tired, lost their interests and did not pay attention to the lesson; rather they really wanted to get out of the class for their playing time. Therefore, even though CF was provided constantly in this part of interaction, it was ineffective because the students were completely distracted by the playing time and thus the space created by elicitation prompts was ineffective.

Extract 13 (T5 – L2 – Jan.18)

- 1 T: so what did we learn today class? what did we learn today [(3)
- 2 SS: [(noisy)]
- 3 S1: ° we learnt about the food chain °
- 4 T: we learnt about the food chain (1) who can tell me (.) what is a food chain? (2.5)
- 5 what is the food chain? [(4) =
- 6 SS: [(noisy)]
- 7 T: = you can get my stamp if you can tell me (.) what is a food chain? (1) ok (3) who
- 8 can? (2) you
- 9 S2: ° is the path of the things that is ° ( )
- 10 T: by which (.) energy↑ (2)
- 11 S2: eh
- 12 T: passes (.) from↑ (2)
- 13 S2: eh
- 14 T: who can? (1) who can tell me > what is food chain? < (4) you↑
- 15 S3: a food chain IS a uhm =
- 16 T: = a path↑ (.) by: which =
- 17 S3: by which =
- 18 T: = energy↑ =
- 19 S3: = energy
- 20 T: passes↑ (1) from ↑
- 21 S3: from ( )
- 22 T: from one living thing to↑ (.) another alright? so a food chain IS a path (.) by which
- 23 (.) energy passes↑ from one↑ living thing to↑ another

The third example (Extract 9) showing the alignment of the ineffectiveness in the use of CF and CIC was also from primary CLIL Vietnam. It is at the beginning of the lesson when the teacher was introducing to students different groups of foods. In respect of the



teacher's CF use in this example, CF explicit correction on content was employed twice, the first (lines 9-10) and the second (line 23), to provide students with the given names in the textbook for different food groups. Then after each time, the teacher immediately asked the class to drill out loud the answer to memorize it. Due to the fact that those class-repair moves were produced in response to the teacher's immediate request, they were considered as *forced repair*. This CF use led to 100% of following uptake, but actually it was ineffective because it made the students receive and repeat the answers passively. This ineffective use of CF was in line with the divergence between the teacher's predetermined teaching objectives and the actual interaction. To remind readers, what the teacher pre-identified as the purpose for this part of the lesson is: "introducing different groups of food", it was, in fact, done with the result of introducing students the names given in the textbooks. The teacher also mentioned in her recall commentary that she used "pictures together with guided questions to achieve the goals", but all guided questions found throughout the extract were given in the very similar structure without any interactional techniques like scaffolding or paraphrasing. In brief, the teacher's CF use in this part of interaction was ineffective because the students' uptake was not real uptake, it was pushed uptake; and the pedagogic goals were divergent from the teacher's actual language use. These led to the final ineffectiveness in the classroom interaction.

Extract 9 (T4 – L1 – Jan.20)

- 1 T: and the next one (.) what do you see? the blue one? (3) a:h
- 2 SS: MILK
- 3 T: a:h for example
- 4 SS: CHEESE
- 5 T: and ( )
- 6 SS: yogurt =
- 7 T: = yogurt what is this called? [what is this?
- 8 SS: [calcium
- 9 T: calcium↑ (.) a:h yes but actually it is called diary (1) EVERYONE SAY DIARY
- 10 SS: DIARY
- 11 T: DIARY
- 12 SS: DIARY
- 13 T: and the very small the yellow one what do you think?
- 14 SS: [oil

- 15 T: [I see some butter oil that's it
- 16 S1: FOOD
- 17 T: A:H what is this called?
- 18 S1: FOOD =
- 19 T: = food of course (.) but what's that food called? oil (1) ah (.) butter (.) a lot of
- 20 cooking oil
- 21 SS: fat
- 22 T: fat↑ a:h maybe actually it is called oil EVERYONE SAY OIL
- 23 SS: OIL
- 24 T: and this one what do you think?
- 25 SS: protein
- 26 T: ah some fish (.) meat (.) and ° what are these? °
- 27 SS: [beans
- 28 T: [some beans or seeds and what is that called?
- 29 SS: protein green beans
- 30 T: ((laugh)) ah green beans just close your books please SO THERE ARE: FIVE
- 31 GROUPS and did you say the names again? the first one

Some other examples in primary CLIL Vietnam showed that the CF use was unsuccessful because there was a lack of techniques like scaffolding and paraphrasing. In Extract 11 below, the children were working on the topic: "Food groups", and they were talking about one of the key word in the lesson "digest". There was neither scaffolding nor paraphrasing employed in this extract to help students use simple English to build up an appropriate definition of the verb "digest". There was only one phrasal verb being provided (line 18) as the only cue for the students to define "digest". Even when they got stuck (lines 21-24) with no further response, the teacher did not paraphrase or use any more suggestions to guide them. The teacher finally defined the word "digest" herself with the only phrasal verb she provided before (line 25). Because of the teachers' lack of important interactional techniques such as scaffolding and paraphrasing, the CF use in this part of interaction was also ineffective. CF elicitation, metalinguistic clue and recast on form were used each once; however, elicitation led to a different error, metalinguistic clue resulted in no uptake, and the last recast brought about an acknowledgement from the class. Therefore, the teacher-student interaction in this part of interaction failed.

Extract 11 (T4 – L2 – Jan.20)

- 1 T: ok everyone say DIGEST
- 2 SS: digest
- 3 T: DIGEST

4 SS: digest  
5 T: what does: digest mean? (1) what does digest mean? (1) S1  
6 S1: < L1tiêu hóa L1> ((digest))  
7 [(3)  
8 SS: [(laugh))  
9 T: [(laugh)) another can you give a:h English please? you please  
10 S2: <L1tiêu thụ L1> ((consume))  
11 SS: [< L1 trời ơi:::L1> ((oh god:::)) ((noisy))  
12 [(2)  
13 T: ((clap hands)) could you say in English in simple ways to understand digest? (.)  
14 S3  
15 S3: the food (we) eat in (.) in the stomach [(3)  
16 SS: [(laugh and noisy))  
17 T: ok ((clap hands)) a:h it sounds OK (.) ANOTHER WAY? please give the  
18 definition of digest (2) digest↑ (3) you can use the verb turn the food into↑  
19 S4: into stomach =  
20 T: = uh↑ into stomach no  
21 [(5)  
22 SS: [(noisy))  
23 T: S5?  
24 S5: no  
25 T: DIGEST turn the food into something that your body can use OK? (5)  
26 SS: OH::: ((noisy))

In another case (Extract 17 below), the kids learnt about the topic: ‘How animals respond to heat and cold’, and they were talking about two animals (penguin and polar bear) as examples of warm-blooded animals. There were no interactional techniques, such as scaffolding, paraphrasing, clarifying or repairing used in this part of interaction in order to shape the students’ contributions. Moreover, CF metalinguistic clue on content was employed once (lines 37- 40) and explicit correction once (line 43). However, none of them was effective; this was shown by no following uptake.

Extract 17 (T6 – L1 – Mar.2)

1 T: now let’s see how can they survive (.) in↑ cold climate? so what animals in cold  
2 climate? who can tell me? OK (2) ah you please

3 S1: ° penguin °

4 T: IT'S A↑ ah very good it's a↑ PENGUIN (.) now everyone say PENGUIN

5 SS: penguin

6 T: very good (.) next?

7 [(7)]

8 SS: [((noisy)) polar bear ( ) bear

9 T: exactly it's pole bear (2) do you remember mammal mean and bird mean?

10 SS: yes

11 T: yes so which one is mammal and which one is bird? (5) first which one is

12 mammal? (3) team 5 please?

13 S2: bear

14 T: ah a bear is: a↑

15 S2: mammal

16 T: ok a bear is a mammal VERY GOOD (1) and↑ PENGUIN IS A↑ [(4)]

17 SS: [((raise hands)) me me me

18 T: NOW EVERYONE TELL ME PENGUIN IS A↑

19 SS: BIRD

20 T: penguin is a bird (1) now do you know birds and mammals are warm-blooded?

21 do you know warm-blooded mean?(16) yeah warm-blooded means↑ [((write on the

22 board))

23 SS: [ <L1 máu nóng L1> ((warm-blooded))

24 T: now everyone let's write down on your notebook

25 SS: <L1 máu nóng L1> ((warm-blooded))

26 (50) ((teacher circulates the class to check))

27 T: and (.) warm-blooded helps them↑ stay↑ active in cold weather (4) now everyone

28 tell me do you have warm-blooded?

29 SS: YESSS

30 T: yes or no? who say yes raise your hands say yes raise your hands (2) ah ok team

31 2 team 5 team 4 what about team 3? (9) are we warm-blooded? (5)

32 SS: no

33 T: no? ((write on the board)) warm-blooded that means the body temperature will

34 keep from 32 to 47°C (3) <L1 nếu như là những động vật có máu nóng này là những

35 động vật gì? có nhiệt độ cơ thể luôn giữ ở mức 32 cho đến 47°C L1> ((translation in

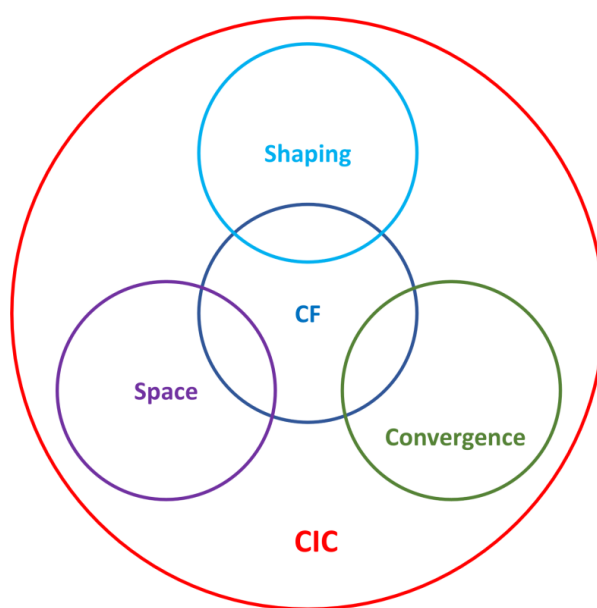
36 Vietnamese for the meaning of warm-blooded))

37 [(6)]

38 SS: [((noisy))

39 T: we are warm-blooded

To sum up this part of the discussion, the teachers' effectiveness in the CF use does not only depend on the types of CF, rather it relies on the successful combination of CF and other CIC factors. In all three cases in Madrid and one case in Hanoi, the effectiveness of the CF use was largely related to the effectiveness of the teachers' classroom interaction. However, other cases in Hanoi showed that the teachers' CF use seemed effective with high uptake levels but was actually ineffective because of other CIC features; these features include the divergence between the teacher's predetermined pedagogical goals and their actual language use, inappropriate learning space, the teacher's forceful requests for repair and no use of scaffolding or paraphrasing. Based on all the results obtained from both the quantitative analysis using the adapted CF model and the micro-analysis using the CF and CIC combined models, I propose the new model of CIC (Figure 34 below) with CF as an element standing at the very heart position and partly overlapping with other factors. This proposed model of CIC is a novel contribution of the present study to the relevant fields as it would offer a new tool to evaluate the teachers' effectiveness in classroom interaction, which really deserves further exploration.



**Figure 34.** The proposed model of the teachers' CIC

## **CHAPTER 7: CONCLUSIONS**

### **7.1 CF use**

In response to the first three research questions regarding (1) the use of CF on form and CF on content across CLIL in Spain and CLIL in Vietnam at the 4<sup>th</sup> and 5<sup>th</sup> grade level; (2) the frequency of different types of CF: explicit correction, recasts and prompts, within the two broad categories (form CF and content CF) in both contexts, the most frequently-used type(s), and similarities and differences across the contexts; and (3) the learners' responses to the different CF types, the most effective type of CF used in the two settings, and also similarities and differences across the contexts in this aspect, the most important findings yielded from this analysis are summarized as follows:

#### **7.1.1 The frequency of CF on form and CF on content**

CF on content was more frequent than CF on form in both contexts; CF on content almost doubled CF on form in Madrid, but was slightly over CF on form in Hanoi. All three teachers in the Madrid schools (T1, T2 and T3) employed more content CF than form CF, especially teacher 1 (T1), who used content CF three times as often as form CF. In contrast, in the Hanoi schools only T5 and T7 used more content CF than form CF; T4 employed content CF and form CF equally often, and T6 differed from all the other teachers in using more form CF than content CF. In other words, the Vietnamese teachers in the study focused more on form than the Spanish teachers, even though the latter were also language teachers as well as content teachers.

#### **7.1.2 The frequency of different types of CF: explicit correction, recasts and prompts**

- In both primary CLIL Madrid and primary CLIL Hanoi, prompts were found as the most frequent type of CF, which accounted more than half of the total CF moves; recasts were used secondly; and explicit correction was used the least.
- When separating CF on form from CF on content, there was a similar pattern in both settings. Regarding CF on form, recasts were used the most often; prompts followed secondly; and lastly explicit correction. All three participating teachers (T1, T2 and T3) in Madrid mirrored the pattern of the three CF types on form; the four participating teachers in Hanoi, however, represented variances in the use of CF on

form. Regarding CF on content, a very similar pattern was again observed for both contexts: prompts were the most frequent; explicit correction came far behind; and recasts followed lastly. All seven participating teachers in both contexts also mainly employed prompts when dealing with their learners' content errors.

- Of the 4 sub-types of prompts on content, metalinguistic clue was the most frequent in both primary CLIL settings. Beside metalinguistic clue, the teachers in CLIL Madrid used elicitation as the secondly frequent type, and clarification request and repetition were used in a much lower percentage. In the context of Hanoi, the teachers also used metalinguistic clue on content the most often, but the gaps between metalinguistic clue and other types were not as big as in the case of Madrid. Elicitation was also the secondly frequent, repetition the third, and clarification request the last.
- In Madrid Spain, both T1 and T3 employed metalinguistic clue the most often; T2 was different in using both metalinguistic clue and elicitation equally as the most common. In Hanoi Vietnam, metalinguistic clue was also among the most frequent sub-types of prompts on content but not with such high percentages as in the Madrid context; this is true for T4, T5 and T6, but not for T7 who favored elicitation over metalinguistic clue.

To sum up, in general terms, there were no differences in the types of corrective feedback used on content and on form across the two contexts.

### **7.1.3 The student's responses**

- Following form CF, both Madrid and Hanoi revealed a nearly equal distribution of uptake (just above 60% in the total CF moves); however, with most of uptake moves of the type repair, the Madrid teachers were more effective than those in the Hanoi context in correcting the student's errors on form. With respect to individual distributions of uptake after form CF, T5 in Hanoi was the least effective of all seven participating teachers in the two contexts with no uptake; T1 and T3 in Madrid, in contrast, were effective with 100% of uptake as repair.
- Following content CF, there was a very high level of uptake moves (over 70% in the total CF moves) in both contexts; however, only less than half of uptake was repair in each case. Thus, content CF was equally less effective than form CF in both contexts; in other words, content CF, which was used more often, was not necessarily more effective. For individual distributions, all seven participating

teachers in this study mirrored the overall pattern of uptake after content CF for the whole contexts with from about 65% to 85% of uptake but only less than half as repair.

- Regarding the uptake levels resulted from the three CF types: explicit correction, recasts and prompts on form, the study found that even though recasts were used the most often to provide form CF in both settings, it was, however, the least effective in both contexts. While all 3 types of corrective feedback were equally effective in the Madrid context (triggering around 50% of repair), but with prompts eliciting the highest level of uptake, explicit correction was particularly effective in the Hanoi context, with 92.86% of uptake moves (78.57% repair and 14.29% needs-repair). This can be explained in relation to the Vietnamese educational culture, where students are used to (and expected to) repeating the teachers' utterances. Finally, although there was the same pattern for both context in the extent of uptake after form CF, there was also individual differences in the effectiveness of form CF across the contexts. For example, T3 in Madrid used explicit correction on form 100% ineffectively with no uptake, and T5 only used recasts on form but completely ineffectively with no uptake.
- Regarding uptake levels following content feedback, in both settings, prompts led to the highest percentage of repair, followed by explicit correction and, finally, recasts, which were followed by no uptake in Madrid and no repair in Hanoi. Regarding the distributions of individual teachers to the overall uptake after content CF, the percentage of uptake following content prompts also stands out as the highest figure for all seven participating teachers in both Madrid and Hanoi with five teachers (T1, T2, T5, T6 and T7) having the highest level of repair after content prompts; T3 in the Madrid context and T4 in the Hanoi context, however, did not follow this overall pattern shared between the two contexts with more repair resulted from explicit correction on content than from prompts on content.
- More specifically, regarding the 4 sub-types of content prompts, although metalinguistic clue was the most frequently used in the two contexts under the study, this CF type did not always lead to the most effectiveness. For example, in Madrid, metalinguistic clue was the least effective of all 4 sub-types; meanwhile, other less common CF types on content, such as clarification request and repetition, were the most effective in some cases. The same result was found in



individual teachers' distributions, so, again, the effectiveness of CF did not depend on its frequency. The effectiveness of different prompt types needs to be further explored in the future in relation to contextual factors.

- Some other differences found between CLIL Madrid and CLIL Hanoi include: (a) class-repair occurred infrequently in the CLIL classrooms in Madrid but quite frequently in Hanoi because the Vietnamese teachers in the study often requested the whole class to repeat the correct answer especially after explicit correction; (b) while the percentage of the same error was very low in the context of CLIL Madrid, it was quite high in Hanoi. This means that the students in the Madrid context were better at recognizing their teacher's cues to avoid the same error than their counterparts in Hanoi.

## **7.2 Relationship between the teachers' CF use and their CIC**

This part summarizes the answer to the fourth research question which focuses on how the teachers' effectiveness in the CF use relates to their effectiveness in classroom interaction with the three sub-questions specifically related to the teachers' CIC features, the connection between CF and CIC and the similarities and differences across the two contexts, Spain and Vietnam. The most important conclusions are as follows:

- All three teachers in primary CLIL Spain were more effective in their classroom interaction compared to their three counterparts in primary CLIL Vietnam; however within the Vietnam context, this ineffectiveness did not apply to the same CIC features. It happened in some cases but not in others. This can be explained in part by the contextual differences including the teachers' different experience in English teaching as well as in CLIL teaching, their teaching qualifications, CLIL curricula and exposure to English. With more of these elements, the CLIL teachers in Spain were more successful in their classroom interaction than the CLIL teachers in Vietnam. Remaining reasons rest on the relationship between the teachers' effectiveness in the use of CF and their CIC, which led to the second conclusion below.
- The effectiveness of CF relies on other CIC factors. In all three cases in Madrid and one case in Hanoi, the teachers' effectiveness in the CF use was aligned with their effectiveness in classroom interaction, thus they contributed to each other. However, in two other cases in Hanoi the teachers' CF use appeared effective with high uptake levels but actually ineffective because of very low levels of repair or even no repair. In these cases, the teachers' ineffectiveness in the use CF was due to other CIC factors

including the divergence between predetermined pedagogic goals and the actual language used, inappropriate learning space, the teachers' forceful request for repair and no use of scaffolding or paraphrasing.

### **7.3 Research applications of the study**

The current study has contributed to the understanding of both interactional CF and the teacher's CIC, particularly in the two CLIL settings under the study. The adaptation of the CF model to analyze both CF on form and CF on content and its combination with the CIC model accompanied by the teachers' recall commentary are novel contributions of this thesis. To elaborate a bit more, theoretically, this thesis has filled the gap with respect to the study of CF on content, which, to my knowledge, has not been covered in the previous studies on CF across contexts. This analytical model can allow researchers and teachers to distinguish, characterize and analyze different types of CF on content based on the criteria for identifying CF on form, so it can be used to study both types of CF in any contexts though being specifically relevant for CLIL contexts which focus on integrating both language form and subject contents. Moreover, the proposed model of CIC with CF as an element standing at the very heart position and partly overlapping with other factors has offered a new tool to evaluate the teachers' effectiveness in classroom interaction, which deserves further exploration. Additionally, although there has been a large number of research dedicated to investigation of CLIL classroom discourse, especially in the European context, the present study, as the very first research on classroom interaction in primary CLIL Vietnam, really opens up a new line of research in this particular geographical context.

### **7.4 Pedagogic applications of the study**

The study has direct and practical applications for all teachers and particularly for CLIL teachers at the primary level. On the one hand, the findings of the study clearly identified key factors leading to the teachers' effectiveness in classroom interaction; these factors include convergence between predetermined teaching aims and the language use, appropriate space created for learning opportunities, teachers' shaping students' contributions, and more importantly the teachers' effectiveness in the use of CF. On the other hand, this thesis clearly pointed out main causes of the teachers' ineffectiveness in classroom interaction. These are divergence between the teachers' pedagogic goals and

the use of language, inappropriate learning space, ineffectiveness in the use of CF, and lack of important interactional techniques like scaffolding and paraphrasing.

As the implementation of the Bilingual/ CLIL program has been still in the piloting period at some private and gifted schools in Vietnam, the findings from this study are very useful as evidence of how effectively the CLIL practitioners have been doing and why. By comparing the Vietnamese teachers to their counterparts in Spain in terms of their effectiveness in classroom interaction with special focus on their interactional CF use at the 4<sup>th</sup> and 5<sup>th</sup> grade levels in CLIL Natural-science lessons, this thesis has pedagogical applications for all teachers and primary CLIL teachers in particular with important techniques so as to be more successful in providing CF and also in classroom interaction. Firstly, teachers should improve their understanding of different CF types and, thus, increase the effectiveness of the CF use in a way that contributes to final success in classroom interaction. As the CF use lies at the very heart of the teachers' CIC, teachers can increase their effectiveness in classroom interaction by efficiently orchestrating different CF types both on form and on content. Although some CF types are used more often and more effectively than the others, this does not mean that teachers should use only these types, rather they should use all CF types for the maximum effectiveness of CF. Besides, teachers should also pay more attention to other CIC features including aligning their teaching goals and their actual language behaviors in accordance with their students' levels and classroom contexts, creating more appropriate opportunities for learning, and shaping students' contributions.

## **7.5 Limitations of the study**

The study has some unavoidable limitations; firstly, the corpus of the Vietnam context was rather small compared to the corpus of Spain. As already explained, in Vietnam, only a small amount of the bilingual program was incorporated alongside the Vietnamese national curriculum, while in Spain, a large part of the timetable was dedicated for CLIL subjects. This difference resulted in the Vietnam corpus being much smaller than the corpus of Spain; in order to solve this limitation, the study compared the teachers' CF use in the two contexts in terms of percentage distributions. Another limitation of the study is the number of participating teachers. Due to limited access to primary schools in both contexts, there were only 3 teachers in Madrid and 4 teachers in Hanoi with one dropping out for the second stage of data collection. With these numbers,

a statistical analysis could not be carried out; however, with more teachers, it would have been difficult to carry out a detailed analysis of classroom discourse like this study.

## **7.6 Directions for further research**

The first suggestion for further research can be to design interventions for the participating teachers in primary CLIL Vietnam. These interventions should focus on enhancing the teachers' effectiveness in the CF use, improving the convergence between their teaching goals and their actual language behaviors, increasing the use of interactional techniques to create appropriate learning space and reinforcing the employment of scaffolding, paraphrasing, clarifying, re-iterating and repairing to shape students' contributions. Then, the teachers' practices before and after interventions would be compared to evaluate the teachers' improvement regarding the aforementioned aspects in the Vietnam context. Secondly, drawn on the limitations of the present study, it would be necessary to expand the corpus of Vietnam to have a more comparable corpus with Spain. There are a growing number of private and gifted schools in Vietnam which are doing CLIL, so there would be more chance to get access to these schools for a larger amount of classroom data. Another direction for future study is to combine the model of language teachers' cognition – LTC - (Borg 2015) into the analytical model to obtain deeper understanding of the relationship between the teacher's effectiveness in the use of CF and their CIC, especially in CLIL contexts. One more suggestion for further research is to work more on the specific features characterizing CIC by doing both quantitative and qualitative research in order to dig deeper on the role of CF in CIC as well as in the use of other resources.



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# APPENDICES

## APPENDIX 1: CA CONVENTIONS

Adapted from Hutchby & Wooffitt, 2008; Gumperz & Berenz 1993 and Langford 1994, the following Conversation Analysis transcription conventions were used:

[	Simultaneous utterances
[ ]	Overlapping utterances
=	Latching
.	A stopping fall in tone with some sense of completion
,	A slightly rising tone giving a sense of continuation
!	An animated tone, not necessarily an exclamation
:	A stretched sound and is placed after the stretched vowel
:::	The sound is stretched over a long period
—	A cut off either because of interruption or self-repair
↑	A marked rise in pitch
↓	A marked lowering of pitch
<u>Word</u>	Emphasis
<b>CAPITALS</b>	The part of utterance is louder than surrounding talk
° °	The part of utterance is softer than surrounding talk
<b>hhh</b>	Audible out-breath
<b>.hhh</b>	Audible in-breath
(( ))	For difficult vocalisations ((cough)), other noises ((telephone rings)) or special characteristics of talk ((whispered))
> <	Talk is produced more quickly than neighbouring talk
( )	Doubts about the actual words or part of the word, when the word(s) are quite unclear, the parenthesis is left empty
(3.5)	Pauses either between an utterance or between utterances
(.)	A short untimed pause within an utterance

## APPENDIX 2: TEACHERS' RECALL COMMENTARY

### EMAIL QUESTIONS FOR TEACHER 1

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

#### *Extract 1 (T1 – L6 – Nov.18)*

- 1 T: eh S1 letter E (1)
- 2 S1: read a book before you go to sleep (1) good =
- 3 T: = good why do you think it is good to read a book before you go to bed?
- 4 S1: because you learn eh you learn more words and you you eh [( )
- 5 T: [I mean it's very
- 6 good that you learn words and you learn things but it is not because of that
- 7 S1: because your brain (.) works (.) more and
- 8 ((a stop here because there's one student coming late because of his broken leg))
- 9 T: e::h so s1 let's go back to you why it is important reading before going to bed?
- 10 S1: [the eh
- 11 T: [you said because you can learn a lot of things important but that is not the reason
- 12 (.) your brain is working a lot it is important but that's not the reason (1)
- 13 S1: because [(1)yo:u have to be:
- 14 SS: [to to i know
- 15 T: what happens? imagine yourself on your bed you're there and you're reading what
- 16 happens like 15 minutes later? (.) what happens to you?
- 17 SS: AH: yes
- 18 S1: that you feel

19 SS: no no no

20 T: no (.) S2?

21 S2: that you are tired =

22 T: = you are tired like you are trying to read you are trying to read because the book

23 is very interesting find your eyes are like this (.) yes and you've got ideas and you try to

24 read two more lines and your eyes like this (.) and then shsss and then you realize that

25 you don't know what you are reading because you fall into sleep. so (.) why it is

26 important? first of all as you said as you are reading and that is very good for you fantastic

27 but another thing is because then (.) your body and your brain (.) get relaxed and then you

28 sleep much better than if you are watching TV with an action or some movies and you

29 switch it off to sleep. so you are more relaxed if you come and you reading a book. yes↑

30 (.) very good.

31 SS: ( )

32 T: ( ) so S1 the one that said read a book before you go to sleep what do you think it

33 is correct or not?

34 S1: correct

35 T: correct it's good for you

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

My goal in this activity is the kids to think on the answer of the exercise and not to give them the answer. Through the question they have to answer I want them to realize that when going to bed (one of their daily routines) it is better to read a book so the brain can start to rest instead of watching TV that can over-stimulate our brain.

While the kids are talking and trying to give their own answers it is important to give them a positive reinforcement for them, so they feel self-confident and they participate in the class. We try to look for something positive on their answers, although it might not be the correct one. We will work on that until finally between all the answers given by the kids we can get to the solution of the questions that has been given to them.



2. How are you doing to achieve the goals? (Any techniques and why?)

Usually in my Science classes I always try to use the same techniques. On one hand I try to never speak on their mother tongue (so the understanding of English improves day by day).

On the other hand I have in mind a lesson where the students are not just listening to the teacher. I always try to make them participate and give their ideas and try to get to their own conclusions. If the kids participate a lot you can see that the comprehension of the topic is much better and easier for them. In this part is also very important the teacher's role.

I like the teacher to be active, to use a lot of gestures. This helps a lot the kids to get the idea of what you are explaining. Otherwise it is difficult for them to get all the information on a second language lesson.

3. If you do it again, would you change anything?

I don't think so. I liked the idea of the kids getting to a conclusion on their daily lives, and they have reached that conclusion on their own.

Probably from all the days they have gone to bed and read a book it is the first time they realized that apart from enjoying reading they are relaxing the brain at the same time and that that will help them to rest properly.

*Extract 3 (T1 – L12 – Nov.26)*

- 1 T: e::h (3.5) say two things (1) that you can do (1) to protect your body against  
2 germs or bacteria (1.4) two things that you can do to protect your body against germs or  
3 bacteria virus or bacteria[(2) shsss  
4 SS: [((noisy))  
5 S1: ° e:h put vaccinations ° =  
6 T: = put on vaccination↑  
7 S1: and (.) e::h (anti) and (4) ((laugh))  
8 T: > I read the question again be careful < (1) TWO THINGS that you CAN DO (.)  
9 TO PROTECT (.) YOUR BODY against viruses or bacteria (1.8) to PROTECT (17) S2  
10 S2: e:h  
11 SS: ((laughs))  
12 T: shsss

13 S2: °°°° e:h vaccination and ( ) penicillin↑=  
 14 T: no (.) protect no that cures but not protect another (1) S3  
 15 S3: e:h  
 16 SS: ((noisy))  
 17 T: shsss  
 18 S3: when ( ) e:h e:h put vaccinations↑ =  
 19 T: put on a vaccination↑ =  
 20 S3: > put on a vaccination < (1) and e:h (2) e:h put the::: (2) the antibiotic =  
 21 T: NO again antibiotic doesn't prevent cures (2) S4 [(7)  
 22 SS: [(noisy))  
 23 T: shss  
 24 S4: °°°° wash your hands  
 25 T: = VERY GOOD wash your hands VERY GOOD S4=  
 26 S4: or brush your teeth =  
 27 T: = you can BRUSH YOUR TEETH, WASH YOUR HANDS, WEAR YOUR  
 28 PLASTIC SHOES TO [THE SWIMMING POOLS =  
 29 SS: [(noisy))  
 30 T: = shsss  
 31 S5: ( )  
 32 T: that's fine he gives it too (2) exactly THINGS THAT WE CAN DO PREVENT  
 33 PREVENT NOT TO CURE ANTIBIOTIC CURES NOT PREVENT so put on vaccinations  
 34 as s1 said, WASH YOUR HANDS before (.) eating or after going (.) to the toilet,  
 35 WEARING WHAT? (1.2) wearing (.) [plastic shoes to the swimming pools =  
 36 S6: [plastic shoes  
 37 T: = brushing your teeth (1) e:h putting in the bin the tissue after↑ (1) running nose  
 38 or sneezing > so there are many things that you can say < OK

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

The aim in this activity is that the kids understand the difference between preventing an illness (bacteria) and to cure an illness.

2. How are you doing to achieve the goals? (Any techniques and why?)

Usually in my Science classes I always try to use the same techniques. On one hand I try to never speak on their mother tongue (so the understanding of English improves day by day).

On the other hand I have in mind a lesson where the students are not just listening to the teacher. I always try to make them participate and give their ideas and try to get to their own conclusions. If the kids participate a lot you can see that the comprehension of the topic is much better and turns to be easier for them. In this part is also very important the teacher's role.

I like the teacher to be active, to use a lot of gestures. This helps a lot the kids to get the idea of what you are explaining. Otherwise it is difficult for them to get all the information on a second language lesson.

Important again the positive reinforcement, we want the kids to feel "free", not to be afraid about participating in the class. Through all their answers they finally get together to one common conclusion.

3. If you do it again, would you change anything?

I don't really think so. I think through this activity the kids have been thinking on their own lives and experiences to get to an important conclusion: how can we protect our self against bacteria.

The kids have realized what things they already do every day to protect themselves from bacteria. They see that in order to protect here are more things you can do apart from vaccinations.

Very important again the positive reinforcement for the kids at all of their answers, we want to kids to participate a lot. All together they get to a conclusion/answer to the question.

## EMAIL QUESTIONS FOR TEACHER 2:

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

### *Extract 4 (T2 – L7 – Nov.25)*

- 1 T: yesterday we were talking about scientists about germs and how the scientists  
2 research and if the scientists research what did they discover? [(3) S1=
- 3 SS: [.HHH((raise hands))
- 4 S1: = eh °vaccinate – vaccinations °=
- 5 T: = vaccinations vaccines [vaccinations =
- 6 SS: [vaccinations
- 7 T: = alright yeah so a lot () ok so vaccinations good and what is vaccination can  
8 anyone define? (1) a vaccination i::s (2) yeah don't translate Spanish is fine but you need  
9 to explain (1.4) s2
- 10 S2: a vaccination (.) the doctor puts you a vaccinate (.) a vaccination to didn't ha::ve  
11 =
- 12 T: = to↑ what is the word to: ? =
- 13 S2: = infectious diseases =
- 14 T: to:↑ (2) to:↑ remember to have diagnosis, treatment, but before diagnosis we  
15 have::↑ pre =
- 16 S3: = prevent =
- 17 S2: = prevent =
- 18 T: = to prevent vaccination prevent↑ (1.3)
- 19 S2: the: the ° infectious diseases ° =
- 20 T: = from infectious diseases ok one examples of infectious disea:ses↑ (1)

21 S2: smallpox =  
 22 T: = it's smallpox ok great so remember prevent prevention () right↑ so vaccination  
 23 prevent us from infectious diseases () and dirt and germs are everywhere right↑ (1) and  
 24 we come to the doctor when we have a flu, we have a virus (.) so we don't get fear (1.4)  
 25 and we infect (.) the others ok↑ so vaccination protect prevent

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

The pedagogic is to check if the students know what the vaccination is and they are able to explain it.

2. How are you doing to achieve the goals? (Any techniques and why?)

So, it's the same looking for the key words, you don't have to memorize all the sentences, the definition but if you learn few key words, you make up all the definition by your own. So, it's looking for key words, helping them to explain what the definition is. The key words are important and one of the key words is "prevent". And I help them by checking because they have used the word "prevent" in another situation and I check if they remember it, show this word in a different context in another day. They knew the word but they forget because this is low frequency word in the common language, and I keep them active in vocabulary to use them. So whenever they have to write the definition they have the word in the mind and have used them in several ways, they have listened to it in different contexts. This is the idea to keep active vocabulary. I learn vocabulary in contexts in different situations by reading and listening different times so I try to use the way I learnt in my teaching. Vocabulary is important in good contexts, by repeating by explaining, by looking for synonyms, so I think it's important to have rich language.

3. If you do it again, would you change anything?

Maybe I would ask them more clarification requests. It's the same idea not to focus on the same girl all the time and I would give more opportunities for others to speak and reduce the fear of being corrected. I would give students more chances to speak and this fear will be reduced when the teacher reduces the time. So this is connected to reducing teacher echo and promoting extended learner turns.

**Extract 6 (T2 – L4 – Nov.17)**

- 1 T: another healthy habit okay we have (.) what is this? (1)
- 2 S1: ( ) =
- 3 T: = what is this? can you be quiet please it is important
- 4 S2: ( ) it's the sensation=
- 5 T: = [the sensation↑
- 6 SS: [((laughs)) ( )
- 7 T: you know how to say (.) ok↓ (.) S2 you are very clever to explain [why] =
- 8 S3: [> who is clever? <]
- 9 T: = is it important to have?
- 10 S3: > who is clever? <
- 11 (5)
- 12 S2: eh to keep clean a:h =
- 13 T: = no we are talking about something different ( )
- 14 S2: ah sorry <L1 hablando sobre otro L1> ((we are talking about a different thing))
- 15 T: ( ) you concentrate (1) why is sleeping important? =
- 16 SS: = me me
- 17 S2: to to relax the body
- 18 T: ↑more idea? (.) > because the other day you said a lot of things <
- 19 S2: me? <L1 pero no me sale L1 > ((but i cannot think of any word))
- 20 (6)
- 21 T: say in different words why is sleeping important? there are many different reasons
- 22 (2) you said one can you say it again please?
- 23 S2: to relax the body =
- 24 T: = why do you need to relax the body? (2)
- 25 S2: [because

26 T: [but it is only the body that we need to relax or also the mind?

27 S2: the mind =

28 T: = and what happens if we relax the mind that the next day we can↑

29 S2: we can eh (.) ° (study) very well ° (6) we can we can eh (3.2) we can learn↑ =

30 T: = learn better and if we learn better is because we can↑

31 S2: we can concentration =

32 T: = we can concentrate we can memorize S2 and you need to listen because these

33 words have been said in class (.) these words (.) we are here to learn them so maybe you

34 don't rest enough because you cannot concentrate.

35 S2: AH REST < L1 era esa palabra L1 > ((that's the word))

36 T: rest

37 S4: °and (.) this is important because the next day you have energy°

38 T: ok to have energy to rest yes S2 you know now it helps us to concentrate to learn

39 to memorize (.) okay

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

So talking about healthy habit, it's sleeping to keep you to concentrate to learn, it's not only the body rest but also how sleeping is good because it helps us to concentrate, it's the key point that I want them to achieve. It's the aim for me, it's connected sleeping not only with the body itself but sleeping is good for concentration, so, it's the pedagogic goal in this part to relate the mind and the body.

2. How are you doing to achieve the goals? (Any techniques and why?)

And how am I doing to achieve the goal? I am asking them questions, and helping them to think and to relate previous knowledge. So, to achieve the goal is to keep them in content in the context of sleeping and to provide ideas why sleeping is important. And to help them how to find the key words, and also to find strategies when they are not able to explain something, and they can either use their first language, they can use different words. It's class of sciences but it's class of

sciences in second language, which implies communicate in English and there's no a single definition for it. They are allowed to use their own words so they don't be scared to use the language to express themselves in different ways. That's why I keep saying: "say different words..." asking them to increase/higher their level of language. And the technique is to give them the context, "what happens if we relax the mind?"..."If we learn better it's because we can..." so this is to give them the context, the sentence so they can finish it, they are able to use new words.

3. If you do it again, would you change anything?

Maybe, because I know him and I love him and this child didn't pass the exam because he has very weak vocabulary, and his father blames me because I didn't ask him enough, didn't give him enough opportunities to speak, so (laughs) you can see this from all of fathers. But I know he can do it because he is intelligent but lazy so I need to check him, I want to ask him to pull him a little bit to others to show him that he is able to do it. Maybe that's why I didn't press so much on other kids, I ask him so many times and I am so tough on him because I know he is able. But if I do it again, maybe I would need every single child and encourage more students in the class.



### EMAIL QUESTIONS FOR TEACHER 3:

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

#### *Extract 7 (T3 – L1 – Nov.10)*

- 1 T: alright so (.) before we start the unit (.) what do you think or what are you thinking  
2 when you read 'kingdoms of life'? what do you think we are going to study today?  
3 'kingdoms (.) kingdoms of life'? (2) s1↑ =
- 4 S1: = kingdom
- 5 T: ((laugh)) uh [what are kingdoms?]
- 6 SS: [((laughs))]
- 7 S1: eh ( ) ° castles ° =
- 8 T: = English? =
- 9 S1: = ° castles ° =
- 10 SS: = ((laughs)) =
- 11 T: = sorry? =
- 12 S1: = castles =
- 13 T: = CASTLE (.) ok so maybe you can (.) you know you can link (.) the idea of  
14 kingdoms with the castles uh ok s2
- 15 S2: the circle of life =
- 16 T: = circle of life so (.) even related (.) bu::t > I don't know where you are going to  
17 see the circles of life right now < but it's related (.) so when you talk about the circle of  
18 life (.) what is the circle of life about? (1)
- 19 S2: eh, ( ) (grass)

20 T: grass ok so (1) what you can think we are (.) talking about? are we talking about  
 21 animals and plants right↑ ok so (.) s3 (.) well()

22 S3: the life of the kingdom people

23 T: uh ok so people (.) > when we talk about people we talk about kingdom right? <  
 24 =

25 S3: = yes =

26 T: = so we are part of the kingdom

27 S3: no (.) I mean the people of England =

28 T: = the people of England (.) ok > maybe the people of England the people of Spain  
 29 < the people of everywhere [so all the people =

30 S3: [the kingdom]

31 T: = all the people belong to the kingdom

32 S3: but kingdom is (4)

33 T: u::h (2) you you i think you mean you mean (.) the: United Kingdom right? (1)  
 34 that's the UK (.) that's the different idea (3) S4

35 S4: the (.) (L1)

36 T: English?

37 S4: the (1)

38 T: so like the circle of life you mean? (1)

39 S4: eh ()

40 T: > it's similar it's similar <

41 S5: the different ( ) kingdoms of (.) animals

42 T: the different kingdoms of animals (.) alright

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

First of all I wanted to start from the previous knowledge they had. Sometimes we tend to talk about concepts that we consider they know, but we are only causing

them more confusion. At the same time I tried to engage them into the activity in a way that they could feel comfortable and they could also use their English to communicate.

2. How are you doing to achieve the goals? (Any techniques and why?)

I have organized the sessions in Warm-Up (extract 1), Presentation (Extract 2), Practice (Investigation process) and Production (Presentation of their works).

Methodologically I base my teaching on Cognitivism (building long lasting knowledge that will help them create their own knowledge) Constructivism (giving my students tools to modify previous knowledge and keep on learning new things) and Guided discovery (in which the student becomes the center of the whole learning process and the teacher is a guide to that knowledge.)

3. If you do it again, would you change anything?

I don't think so, but maybe I would use more concrete questions to engage the students.

***Extract 8 (T3 – L1 – Nov.10)***

- 1 T: so (.) for example (.) when we talk about kingdoms we are talking about (.) the  
2 ways (.) to organize (.) things (.) ok↑ so when we talk about kingdoms in natural sciences  
3 we are talking about the ways we have to organize (.) the different species > do you know  
4 what species are? <
- 5 SS: yes
- 6 T: yes? yes or no?
- 7 SS: yes
- 8 T: ok so to organize the different species into groups so for example if i say (.) a:h  
9 plants and trees are they in the part of the same kingdom?
- 10 SS: yes
- 11 T: ok so they would belong CLARA ((because she is making noise and this is a false  
12 name)) to the same kingdom right?
- 13 SS: yes

14 T: if i say a:h monkeys humans and dogs (.) are they part of the same kingdom?

15 S1: no =

16 SS: = [yess

17 T: [yes they are part of the animal kingdom right? ok so we thought living things

18 in the world (.) scientists organize them into kingdoms (.) and this is what we are going

19 to study today so for this i am going to present a video and i want you to (.) open ah you

20 have already had your notebooks open ok then take a pen to take some notes pen pencil

21 whatever you want ok↑ so please > everyone can ready <

22 ((noise))

23 S2: do you write (.) the kingdoms of life?

24 T: kingdoms of life ( )

25 S3: ( ) e:h pencil?

26 T: you can use pencil if you want (3) ok let me (.) can I use it? ( )

27 SS: yesss

28 ((36" to prepare slides show))

29 Video: all ( ) can be placed into one of six groups ( ) the groups are called kingdoms the

30 six

31 T: ok so the kingdoms are like? (3)

32 Video: kingdoms are plants, animals, bacteria, archea, protists and fungi

33 T: ok so this (.) these things are the main kingdoms that we are going to study (.)

34 alright? so this is just the way to organize to classify (.) all the living things (.) so all the

35 living things belong to one of this all of them (2) do you understand this?

36 SS: yes

37 T: are you taking notes?

38 SS: yes no no i did ( )

39 T: yes ( ) no you don't need you don't need to copy the drawing (.) i mean if you want

40 later > you will do it <

41 S4: ( )

42 T: so we are going to see all of them (4) so for now you just take the notes all the  
43 different kingdoms that's fine(8) shall we continue?

44 SS: no::: no no

45 (5)

46 T: i am not going to wait for you to make a drawing =

47 SS: [no no no

48 T: = [so please write down the words that's it and later you want (.) you draw it (3)  
49 ok i am going to continue =

50 SS: = no no yes

51 T: yes?

52 Video: ( ) all plants are made of ( ) cells

53 T: so who can give three examples of living things that belong to the plant (.)  
54 kingdom? (3)

55 S5: eh ( )

56 T: ok:::

57 S5: trees

58 T: also trees right ok trees

59 S5: plants =

60 T: = plants

61 S6: flowers =

62 T: = flowers a part of it

63 (2)

64 S7: ° eh bacter(ia) °

65 S8: no

66 T: bacteria, that's another-another type

67 S9: ( )

68 T: ( ) is another type of plant as well right↑

## ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

The aims for this part were to give them some ideas to start investigating about the animal kingdoms. Once they understand what we are going to study and they remember or learn a few basic ideas, they are ready to start an investigation activity.

2. How are you doing to achieve the goals? (Any techniques and why?)

I have organized the sessions in Warm-Up (Extract 1), Presentation (Extract 2), Practice (Investigation process) and Production (Presentation of their works).

Methodologically I base my teaching on Cognitivism (building long lasting knowledge that will help them create their own knowledge) Constructivism (giving my students tools to modify previous knowledge and keep on learning new things) and Guided discovery (in which the student becomes the center of the whole learning process and the teacher is a guide to that knowledge.)

3. If you do it again, would you change anything?

I would try not to make some grammatical mistakes, and probably I would use different videos as I like to show the newest information possible.

#### EMAIL QUESTIONS FOR TEACHER 4:

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

#### *Extract 9 (T4 – L1 – Jan.20)*

- 1 T: and the next one (.) what do you see? the blue one? (3) a:h
- 2 SS: MILK
- 3 T: a:h for example
- 4 SS: CHEESE
- 5 T: and ( )
- 6 SS: yogurt =
- 7 T: = yogurt what is this called? [what is this?
- 8 SS: [calcium
- 9 T: calcium↑ (.) a:h yes but actually it is called diary (1) EVERYONE SAY DIARY
- 10 SS: DIARY
- 11 T: DIARY
- 12 SS: DIARY
- 13 T: and the very small the yellow one what do you think?
- 14 SS: [oil
- 15 T: [I see some butter oil that's it
- 16 S1: FOOD
- 17 T: A:H what is this called?
- 18 S1: FOOD =

19 T: = food of course (.) but what's that food called? oil (1) ah (.) butter (.) a lot of  
 20 cooking oil

21 SS: fat

22 T: fat↑ a:h maybe actually it is called oil EVERYONE SAY OIL

23 SS: OIL

24 T: and this one what do you think?

25 SS: protein

26 T: ah some fish (.) meat (.) and ° what are these? °

27 SS: [beans

28 T: [some beans or seeds and what is that called?

29 SS: protein green beans

30 T: ((laugh)) ah green beans just close your books please SO THERE ARE: FIVE  
 31 GROUPS and did you say the names again? the first one

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

Introducing different groups of food

2. How are you doing to achieve the goals? (Any techniques and why?)

Using pictures and guided questions to achieve the goals because pictures help students easy to image.

3. If you do it again, would you change anything?

I would reduce the teacher's talking time. I would let the students work in groups. They will sort foods into different groups using their knowledge. Then students from each group will present their opinions in front of class and teacher will check. Afterward, teacher elicits students to make up the food groups.



**Extract 10 (T4 – L2 – Jan.20)**

- 1 T: WHAT IF IT HAS A LOT OF FAT? (2)
- 2 S1: because you have ((very noisy))
- 3 T: ((hand claps)) LISTEN (.) tea:m numbe::r FIVE (1) minus point (1.5) what
- 4 happens if (.) this kind of milk > has a lot of fat? <
- 5 S2: °°°° it wouldchanged into (grain) =
- 6 T: = AH what do you think? =
- 7 S2: = it would (.) be changed into grain =
- 8 T: = into↑ =
- 9 S2: = ° grain ° =
- 10 T: = grain↑ (2) A:H (1) I am not sure, maybe ANOTHER IDEA please? WE WILL
- 11 CHECK LATER > IF this kind of food has a lot of fat↑ < (1) HIGH FAT MILK (1)
- 12 S3: °°°° it will change into chees
- 13 T: ° cheese into cheese °, UHMM↑, NO I WANT TO ASK (.) WHAT GROUP will
- 14 it belong to?
- 15 SS: ( ) oil
- 16 T: oil, excellent A LOT OF FAT make us FAT it will come to OIL the OIL group,
- 17 not the DIARY group any more OK::? THE NEXT THING YOU HAVE I::S?

**ANSWERS:**

1. What are your purposes/ aims/ pedagogic goals in this part?  
To help students figure out that a small amount of fat is good (milk) but too much fat (butter) would be unhealthy as it would become oil.
2. How are you doing to achieve the goals? (Any techniques and why?)  
Guided questions because it was just the extra information teacher wanted to add in the lesson.
3. If you do it again, would you change anything?  
Let students compare the amount of fat in milk and butter to draw out the rule that small amount of fat is good but too much fat will do harm to the health.

## EMAIL QUESTIONS FOR TEACHER 5:

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

### *Extract 12 (T5 – L1 – Jan.18)*

- 1 T: everybody who can tell me what do we need to live? > humans what do we need  
2 to live? < (1) S1 please
- 3 S1: we need to breathe eat (.) and (.) drink =
- 4 T: = ok we need to breathe to eat and to drink to live what – what do we need to eat  
5 to live? (.) ah S2 please
- 6 S2: food ((coughs)) food
- 7 T: we need food to eat to live alright↑ (.) uh SO (.) a:h who can tell me what does a  
8 rabbit need ah to eat to live? (.) a rabbit?
- 9 S3: a rabbit eat a carrot =
- 10 T: = ah a rabbit eats a carrot to live a:h (.) what – what is a:h the favorite food of a  
11 fox? > who can tell me? < (1) S4 please
- 12 S4: a meat
- 13 T: what kind of meat here?
- 14 S4: ° a rab(bit) °
- 15 T: a rabbit ok YEAH↑ a fox's favorite food is a: ↑ [rabbit =
- 16 SS: [rabbit
- 17 T: = so (.) listen a rabbit eat a: ↑ [carrot =
- 18 SS: [carrot
- 19 T: = to live and a fox eat a: ↑ [rabbit =
- 20 SS: [RABBIT

- 21 T: = to live alright so that makes a:: ↑ [food chain =
- 22 SS: [FOOD CHAI::N
- 23 T: = alright so that is our lesson today today we learn about the: ↑ [food chain =
- 24 SS: [FOOD CHAI::N
- 25 T: = alright

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?
  - Lead students into the concept of a food chain.
  - Let students have a basic understanding about food chain.
  - Have students construct their own simple food chain.
2. How are you doing to achieve the goals? (Any techniques and why?)
  - Begin class with a discussion to activate students' prior background knowledge and make real-world connections about the food chain.
  - Let students create their own food chain by asking them different questions.
3. If you do it again, would you change anything?
  - I would begin the lesson by having the students watch a video about food chain.
  - I would use the pictures cards or models to help students find an easier way to answer the questions.
  - I would ask students to organize the picture cards to represent a food chain.

#### *Extract 14 (T5 – L2 – Jan.18)*

- 1 T: HOW ABOUT (.) THE (.) [CARNIVORE? =
- 2 SS: [carnivore
- 3 T: = carnivore what are carnivores? =
- 4 SS: = me me me ((raise hands))
- 5 T: you please

6 SS: ((noisy))

7 S1: > they're animals that only eat meat <

8 T: yeah, THEY ARE↑

9 SS: animals

10 T: that only eat↑

11 SS: MEAT =

12 T: = meat alright ok so > who can tell me some < ah (.) carnivores that you know?

13 (2.5) you please

14 S2: the lion =

15 T: = LION (1) what-ah what-ah do lions eat? > what do the lions eat?<

16 SS: meat HUMAN HUMAN human meat ((noisy))

17 T: everyone please a:h you please

18 S3: eh tiger =

19 T: TIGER (.) a kind of carnivore (.) ah you

20 (3)

21 S4: horse < L1 horse là carnivore đúng không? à đâu L1 > ((horse is carnivore right?

22 oh no))

23 S5: < L1 đúng carnivore có mà L1 > ((that's right carnivore it is))

24 T: do the horse eat meat?

25 SS: no::: =

26 S4: = < L1 horse đúng là [carnivore L1 > ((horse is carnivore))

27 T: horse eats (.) GRASS alright so THEY ARE↑

28 S4: HERBIVORE

29 T: ((nods the head)

## ANSWERS

1. What are your purposes/ aims/ pedagogic goals in this part?

- Have students be able to identify animals as a carnivore or herbivore based on their prior background knowledge.
  - Have students be able to distinguish between the eating styles of a carnivore and herbivore.
2. How are you doing to achieve the goals? (Any techniques and why?)
- Begin by finding out what the students already know about what animals eat by giving questions for the students to answer.
  - Discuss about carnivores, herbivores and their characteristics, about the eating styles of these animals.
3. If you do it again, would you change anything?
- I would lead the students in a situation: some animals feed on plants while others are meat-eaters. Then ask the students if they know the names for these types of animals in English (herbivores and carnivores). Then ask them for examples for each type.
  - I would use the picture cards and ask students to work in pairs or groups to put the animals into two categories (herbivores and carnivores). After checking with the whole class, I would ask students if they can add any other animals to these two categories.

## EMAIL QUESTIONS FOR TEACHER 6:

Please listen to the audio files several times and read the transcription below to make sure that you can recall this interaction with students and write your answers for the following questions:

1. What are your purposes/ aims/ pedagogic goals in this part?
2. How are you doing to achieve the goals? (Any techniques and why?)
3. If you do it again, would you change anything?

### *Extract 15 (T6 – L2 – Mar.9)*

- 1 T: everyone look at this and tell me WHAT ARE THEY?
- 2 SS: snake snake
- 3 T: what are they? tea::m ok S1 please
- 4 S1: snake
- 5 T: THEY ARE↑
- 6 S1: they are snake
- 7 T: snake (1) NO I am sorry
- 8 SS: me me > me me I know I know < ((raise hands))
- 9 T: you please
- 10 S2: snake
- 11 T: snake no
- 12 SS: me me me ((raise hands))
- 13 T: you please (1) they are↑
- 14 S3: they are (lizard-) lizard
- 15 T: LIZARDS (.) SURE? (.) ah you please
- 16 S4: reptile
- 17 T: reptile ↑=
- 18 SS: = me me =

19 T: = reptile AH it's one type of reptiles (.) and they are reptiles > that's ok < they're  
 20 reptiles and THEY ARE↑ (.) EXACTLY THEY ARE↑  
 21 SS: me me me ((raise hands))  
 22 T: you please  
 23 S5: lizard ((wrong pronunciation))  
 24 T: AH EVERYONE (.) IF I HAVE ONLY ONE SNAKE I SAY↑ (.) SNAKE BUT  
 25 I HAVE SO MANY SNAKES HERE SO↑ =  
 26 SS: = snakesss =  
 27 T: A:H SNAKESSS OK? EVERYONE SAY SNAKES  
 28 SS: SNAKES  
 29 T: SNAKES  
 30 SS: snakesss  
 31 T: ok that's good =  
 32 S6: slakes  
 33 T: not slake (.) snakes ok

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

My purpose in this part is to help students learn about some reptiles before discovering about their environment and some different ways in which they respond to heat.

2. How are you doing to achieve the goals? (Any techniques and why?)

I used some following techniques:

- Eliciting: I used the picture of some snakes and a lizard to elicit the answer: "Reptiles".
- Error correction to model the correct English when pronunciation errors are made.

3. If you do it again, would you change anything?

If do it again, I would ask students clearly “We call snakes and lizards are...?” defined the word “reptile” (an animal that has a body covered with scales or hard parts, that crawls or moves on its belly (as a snake) or on small short legs (as a lizard)). After defining the word “reptile”, I would ask students to name some other reptiles (turtle, alligator...).

***Extract 16 (T6 – L1 – Mar.2)***

- 1 T: now everyone let's look at this (.) > tell me what are they? < (1)
- 2 S1: elephant
- 3 T: ((noise)) you please
- 4 S2: they are elephants =
- 5 T: = very good everyone say they are ELEPHANTS
- 6 SS: elephants elephants
- 7 T: ok (.) next (.) tell me where do they live? (7)
- 8 SS: ( )
- 9 T: five seconds ° to look at the book ° and tell me > where do they live? < (8) ok (.)
- 10 you please
- 11 S3: they live in Africa =
- 12 T: = Africa↑ (.) are you sure? =
- 13 S3: = yes=
- 14 SS: sure sure
- 15 T: ( ) now so where do they live in Vietnam? (1) > where do they live in Vietnam?
- 16 < (1) you please
- 17 S4: ZOO=
- 18 SS: = (((laughs))
- 19 T: [((laugh)) living in the ZOO:? A:H (.) and it's (friendly and slim) OK↑(4) where
- 20 do they live (1) in nature? you please
- 21 S5: ah they live in (.) the south (of Vietnam) =



- 22 T: = ah south of Vietnam (.) and↑ (7) you please
- 23 S6: they live Africa, Asia ah (.) almost in (.) hot places =
- 24 T: = ok very good (.) they↑ (.) live almost in↑ (.) hot places very good (.) ° one star
- 25 for team ° 2 and next

#### ANSWERS:

1. What are your purposes/ aims/ pedagogic goals in this part?

My purpose in this part is to help students discover about the environment of elephants before learning about some different ways in which they respond to heat.

2. How are you doing to achieve the goals? (Any techniques and why?)

I used some following techniques:

- Incorporating small groups in the lesson to help students feel more comfortable interested and relaxed.
- Eliciting: I used the picture of three elephants under the sunlight to bring forward students' ideas and extend and sustain discussion.
- Asking a specific student to encourage a more in-depth response from a student.
- Repetition of students answer to reinforce a key point.

3. If you do it again, would you change anything?

If I do it again, I would find some pictures about the habitat of elephants in Vietnam and other countries to elicit that "elephants live in hot places".